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ABSTRACT

Two major objectives of the seminar on current issues in vocational teacher education in Virginia were (1) to identify priority concerns, problems, and needs in vocational teacher education in Virginia, and (2) to explore alternatives and solutions to the problems identified. Teacher educators, deans of education, vocational education administrators, area supervisors, educational advisory council members and others responsible for implementing vocational education constituted the forum. Informal, brainstorming sessions were analyzed and synthesized for guidance to relevant changes in the process and product of vocational teacher education in Virginia. An analysis of the small group interaction suggestions produced ten categories: Administration, articulation, communication, curriculum development, evaluation, expansion-involvement, legislation, professional staffs, recruitment, and student teaching. A periscopic synthesis delineated the target areas (who) and the action (what) for each of these ten categories. The approximately 50 cumulative solutions, stated in behavioral terms, represent recommendations to the State Advisory Council on Vocational Education and appear to be significant in educational planning and decision making for vocational teacher education in Virginia. (Author/HD)

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ED141603

A Seminar On

CURRENT ISSUES IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA

Sponsored By

THE VIRGINIA STATE COUNCIL ON VOCATIONAL EDUCATION

In Cooperation With

THE DIVISION OF HOME ECONOMICS

THE DIVISION OF INDUSTRIAL EDUCATION AND TECHNOLOGY

NORFOLK STATE COLLEGE

February 10-11, 1977
Norfolk, Virginia

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Seminar Coordinators

CE 011 735

INTRODUCTION

As a result of its current concern regarding problems and issues in higher education, the Virginia State Advisory Council on Vocational Education has directed special emphasis toward the identification and study of problems regarded as critical to the effectiveness of vocational teacher education programs. Respectively, conferences among other competent observers of the status of this field suggested that some format should be provided through which priority concerns and alternatives for change and improvement could be articulated.

Through further deliberations, it was determined that a conference of teacher educators, deans of education, vocational education administrators, area supervisors, educational advisory council members, and others responsible for implementing vocational education would constitute a viable forum of achieving this end. This type assemblage was envisioned as a means for providing sessions of unihibited brainstorming that would be analyzed and synthesized for guidance to relevant changes in the process and product of vacational teacher education in Virginia. More importantly, the conference was regarded as an opportunity for the self-renewing input of the insight and ideas of the major implementers of teacher preparation policies--the teacher educators.

In the light of the expressed concerns, an initial planning committee, working very closely with the Virginia State Advisory Council on Vocational Education, developed a proposal for a two-day seminar concerned with current issues in vocational teacher education to be held February 10-11, 1977. The proposal specified that a planning committee would be recruited to plan and carry out the details of the seminar's

functions.

A planning committee, representative of all vocational education program fields and geographic areas in Virginia, was selected to complete the work of implementing the objectives specified in the proposal:

4. Establish a planning committee representative of all service areas of vocational education selected from institutions and agencies throughout the state to:

   a. Develop a brochure or other technique for informing participants.

   b. Establish limitations and scopes of concern.

   c. Identify and contact presenters--arrange program for printing. (Speakers shall be secured to present prepared papers dealing with issues in vocational teacher education and provisions shall be made for meaningful reporting from group discussion sessions.)

   d. Serve as host to the seminar.

   e. Solicit evaluation from participants.

   f. Prepare a written report of the seminar. (The report of the proceedings of the seminar and recommendations for improvements in vocational teacher education shall be presented as a report to the Virginia State Advisory Council on Vocational Education in May 1977.)

In its initial and subsequent meetings, the Seminar Planning Committee sensed the immediacy of the task to implement changes in the status of vocational teacher education and turned its attention to the following concerns:

1. The five-year program of teacher preparation stipulating a supervised teaching internship as set forth in the Standards of Quality.

2. Competency-Based Teacher Education--implementation and evaluation.

3. The charge to conduct research as stated in the Virginia State Plan for Vocational Education.

4. Future supply and demand for vocational education personnel.

5. Innovative techniques for greater effectiveness in teacher

training.

6. Systematic and comprehensive techniques for examining and providing personnel development, such as adequate administrative support.

7. Implications of the Education Admendments of 1976 for Vocational and Higher Education.

8. Vocational Career Education--Organization Training.

9. Preparation of Teachers of the Disadvantaged and Handicapped.

Pursuant to much discussion as to how these concerns might be presented, the Committee agreed to provide guidelines to main speakers but to permit participants to enumerate and order the concerns. Given this rationale, "A Seminar on Current Issues in Vocational Teacher Education in Virginia" was initiated.

The major purpose of this seminar was to bring together these teacher educators, educational administrators, and other individuals interested in articulating issues and alternative solutions relative to the pursuit of the following objectives:

1. To identify priority concerns, problems, and needs in vocational teacher education in Virginia.

2. To explore alternative solutions to the problems identified.

3. To initiate creative activities for communication among and between vocational teacher educators.

4. To stimulate interests of participants in self-renewing teacher preparation programs.

5. To establish a foundation for increasing opportunities among teacher educators to share mutual concerns and exchange ideas.

6. To promote a sensitivity to anticipating and adapting to projected changes in teacher preparation practices.

The Seminar Planning Committee thus began an organized effort to stimulate a self-renewal orientation to keeping ahead of rather than abreast of changes in vocational teacher education.

ACKNOWLEDGEMENTS

Without the vision and assistance of the Virginia State Advisory Council on Vocational Education, under the leadership of Dr. Rufus Beamer and Geroge S. Orr, this seminar may not have become a reality.

The initial planning committee met in early September 1976, under the direction of Dr. James A. Bowser, friend of vocational education for several decades on a local, statewide, and national level. The Technology Center at Norfolk State College is a tribute to his leadership. The absence of his personal warmth and inspiration has been obvious.

Dr. Florence F. Hood and Samuel T. Vassar, proposal writers, with Dr. Joseph A. Ford resumed action to appoint the Seminar Planning Committee which functioned in the ensuing organization and implementation of the Seminar. This group deserves special commendation.

The high interest and enthusiasm of teacher educators and the support and leadership of the Planning Committee served as a motivating force for the Coordinating Team at Norfolk State College. The assistance of the local administrattive staff is also gratefully acknowledged.

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RECOMMENDATIONS TO STATE ADVISORY COUNCIL ON VOCATIONAL EDUCATION

A SYNTHESIS OF ALTERNATIVES AND SOLUTIONS AS PRESENTED BY SEMINAR PARTICIPANTS AND CONSULTANTS

Small group interaction sessions consisted of representatives from each of the six service areas in vocational education who were simultaneously representing one of the thirteen institutions in the state having vocational teacher education programs. Leadership for each of the two group sessions of approximately two hours duration was delegated to a group leader, a consultant, a recorder, and an evaluator. Specific responsibilities for each of these leaders were identified and delegated prior to their arrival at the Seminar. Identification of these leaders was based on a "mix" of area of service, institutions, and potential for the unique expertise required to conduct informal, open, congenial, yet highly professional sessions.

In Session I of the small group interaction, participants identified current issues. The recorder, leader, and consultant in the respective groups clarified suggestions of participants and from the laundry list selected the ten perceived to be the most significant. These were pooled with those from each of the other small groups. This list totaled 31 in number and was distributed to all participants for consideration in Session II during which time alternatives were suggested.

There was some similarity and repetition among groups. Therefore, the primary purpose of this synthesis is to classify, order, and categorize the alternative solutions as presented by consultants in a final group meeting of all participants. This particular format was

selected so that the reviewer could quickly get a periscopic view of findings which were attuned to the two major goals of the seminar. This synthesis is not all inclusive and some editing has been done for the sake of parsimony.

Concerns, issues, alternatives, and solutions appear to fall into the following categories or conceptual framework and may be inter-related and inter-dependent. These represent the recommendations to the State Advisory Council on Vocational Education.

RECOMMENDATIONS

Category:	Target: (Who)	Action: (What)
1. Administration	a. State Department b. Local schools c. Federal Government d. Colleges and Universities e. Business and Industry	1. Provide input for course content so that individual needs of students and programs might be more effective. 2. Improve public relations on all levels. 3. Develop more effective communication and analysis systems for a more equitable dispersal of funds, and thus opportunity. 4. Provide funds for teacher educators to secure much needed resources for special needs students and other areas. 5. Update job descriptions for teacher educators recognizing growing demands on time, resources; compensate accordingly: a. salary b. released time for research, updating of skills, occupational experiences c. exchange teaching with other institutions in this and other states.

Category:	Target: (Who)	Action: (What)
2. Articulation	a. Among State Department Personnel, teacher educators, local school personnel b. Between institutions and vocational education services c. Between cooperating teachers, institutions, and guidance counselors d. Between and among institutions in content of course offerings	1. Implement efficient and effective cooperative planning. 2. Coordinate joint efforts. 3. Eliminate redundant and overlapping efforts in institutions and in the various service areas. 4. Provide workshops for team teaching, teaching, program development.
3. Communication	a. State Advisory Council b. State Department of Education c. Council of Higher Education d. Legislators e. General Public, Parents, students, advocates f. School administrators g. Vocational Directors h. College and University personnel (Administration) i. Classroom teachers j. Cooperating teachers	1. Improve human relations communications inter- and intra-institution. 2. Promote an open-two-way flow of communication through several techniques: newsletters, sharing copies of memos telephone access, etc. 3. Develop and implement better team work between the Division of Vocational Education in State Department and institutions. 4. Provide for different kinds of annual conferences--maybe on alternate years--with all areas coming together.
4. Curriculum Development	a. Current teachers b. Teacher educators c. State Department of Education d. Trade and Industry teachers in Industry coming to Vocational Education e. Community resources and people	1. Concentrate on special needs and handicapped curriculum for inclusion in pre-service and in-service education programs. 2. Approach implementation of CBTE--a trial period on the college level. 3. Update current media and methods in college curriculum and teaching. 4. Solicit input from the community-resource people who are vital to programs--utilize Advisory Councils and the State Advisory Council on Vocational Education.

Category:	Target: (Who)	Action: (What)
5. Evaluation	a. Public - accountability b. Students c. Programs e. Cost-effectiveness f. Competencies	1. Use CIPP Model (Content, Input, Process, Product) 2. Assess attitudes toward sex-stereotyping of administrators, employers, teachers. 3. Alter attitudes of employers toward selection and hiring process to include non-traditional roles for males and females. 4. Provide female administrative positions. 5. Develop a feedback system of student progress and follow-up. 6. Assess student attitudes and purposes to enter student teaching. 7. Update competencies which are now developed.
6. Expansion - Involvement	a. State Department of Education b. State Advisory Council on Vocational Education c. State Council of Higher Education d. Department Heads and Program Leaders e. Research and Development f. Legislators	1. Have an Annual Seminar or Conference for Vocational Teachers in all service areas such as this one, but conduct it at various schools across the state. 2. Develop an Interdisciplinary Council for Teacher Educators from higher education institutions offering vocational programs. Purposes to be: a. Coordinate general vocational education offerings around the state; b. Provide cost analysis of program offerings with regard to travel, etc.; c. Develop a teacher exchange program with institutions, industry and business; d. Conduct feasibility studies in the use of institutional offerings of personnel and extension programs in the state.

Category:	Target: (Who)	Action: (Who)
7. Legislation	a. Federal b. State c. Local	1. Implement one year internship. 2. Update certification pre-and in-service provisions. 3. Provide funding for programs and/or the reestablishment of priorities commensurate with available funds. 4. Initiate more effective program development at all levels and then provide adequate and competent staffing for these.
8. Professional Staffs	a. Counselors b. Teacher Educators c. Pre-service teachers d. Cooperating Teachers e. Current Teachers f. Administration	1. Provide inservice workshops for updating skills in special needs and working with handicapped. 2. Update and expand skills in the methodology of research, grant writing, and the like. 3. Extend current access to occupational training. 4. Update skills in newer and effective techniques, methods, media for all teachers but especially for those working with special needs and the handicapped. 5. Make known to all groups the resources for R&D funds--have equal access across the state and not just in a few institutions. 6. Provide travel funds to seminars and workshops. 7. Develop exchange programs between business, industry, and education for teacher educators.
9. Recrutiment	a. Students b. Employers-Industry c. Counselors d. Leaders	1. Update quality of students entering teacher education through stricter screening processes. 2. Publicize the fact that vocational education is moving toward non-sex-biasing and stereotyping with respect to programs entered. 3. Seek more effective coordination with business and industry as to needs so that students may be so informd. 4. Effect more extensive utilization of local and state Advisory Councils. 5. Encourage better teachers to enter advanced study and research.

Category:	Targets (Who)	Action (Who)
10. Student Teaching	a. Student teachers b. Coordinating teachers c. Teacher educators d. Administrators-College and school systems	1. Provide better screening of coordinating teachers--have them in a training session. 2. Require coordinating teachers to attend seminars and other inservice programs. 3. Encourage women to enter administrative roles and positions of decision-making. 4. Provide an earlier field experience for student teachers as well as earlier exposure to teaching tasks so that they may confirm or reject their original choice of a career. 5. Update and establish more teaching resource centers on campuses--labs for student teachers to prepare materials. 6. Provide some funds in the budget for lab work with student teachers.

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PROCEEDINGS

WELCOME

Dr. Harrison B. Wilson
President, Norfolk State College

May I congratulate you for taking this opportunity to identify priority concerns and priority problems and needs in teacher education, and also for exploring solutions to some of these problems.

I'm very interested in the field of vocational education because as we explore present day living there is a great demand for skills and for training that vocational education offers our young people today. And I believe that as educators we must continuously do what we are going to do here today and tomorrow; that is, to reevaluate your philosophy and goals; to examine your content and your methods; and to take a look at your product, the students you serve, to determine if you are giving them the training that they will need in the future.

Education must become future-oriented in perspective so as to be germane to the type of environment in which our students find themselves today. There have been many articles published recently which show concern about the relevancy of contemporary education to present day living. The New York Times, in the Sunday issue, November 7, 1976, in an article entitled "Those Wasted Years," raised some very interesting questions and concerns. The item reported the findings of a study which indicated that fewer than half of college graduates believed that their education had been very useful in giving them the knowledge and skills needed in their jobs ten years after graduation. Of approximately five thousand studied, all of them finished college in 1961; only 33 percent replied that their education had been very useful in their present jobs; 50 percent said theirs had been somewhat useful, and 12 percent said their education

had not been useful at all.

There are perhaps many reasons why graduates would believe that their education was not very useful in their present jobs. So often, after being away from college for several years, they change careers--also, education at the entry-level job often becomes updated when the job holder is promoted. When an engineer becomes an administrator, is a good example of where one leaves one area and moves into another for which one may not be trained formally.

It was very interesting that in the study cited graduates were asked what courses they would recommend for job preparation regardless of their major field. Their answers were: English, Business Administration, Economics, Accounting, and Psychology regardless of their major. There might be some sound wisdom in what these graduates had to say here. The implication is that studies in communication skills, handling figures, and in general business policies will be necessary and useful in any kind of job. I am certain that you will be attacking such issues as these in your two-days of deliberations.

I regret, however, that I will be unable to attend all of your sessions. As a college president, and with the General Assembly in session, I have some problems of my own to solve! I know you all understand what I mean. But seriously, though, I do hope that we can make your stay a pleasant one and that you feel very much at home.

Thank you for choosing Norfolk State College for your seminar. Be sure that you're always welcome as individuals or as a group.

Thank you very much.

INTRODUCTION OF DR. DUANE M. NIELSEN

Florence F. Hood

President Wilson, Dr. Woods, Dr. Ford, Guests, and Fellow Colleagues:

> The teacher who walks in the shadow of the temple among his followers, gives not of his wisdom, but rather of his faith and lovingness.
>
> If he is indeed wise, he does not bid you enter the house of his wisdom, but rather leads you to the threshold of your own mind.

This description of the teacher from Gibran's The Prophet appears to be written especially for our keynote speaker. During his 28 years of active involvement in vocational education personnel development, he has served as a secondary instructor and supervising teacher in Nebraska; has been a member of the vocational education faculty of Iowa State University; has served as USOE liaison officer to President Kennedy's Panel of Consultants on Vocational Education and Chief of two Research and Development branches in the U.S. Office of Education. Currently, he is Chief of Vocational Education Personnel Development, Bureau of Occupational and Adult Education, U.S. Office of Education. So, as you may easily see, he has led and continues to lead others to the thresholds of their own minds.

Permit me, please, in the manner of the "new breed" of vocational educator, to deviate slightly from the norm and not read a long list of his notable accomplishments which have been well fixed into history. Instead, may we concentrate briefly on a few professional and a few personal descriptors of our leader in order that we may give full time to his message for us today.

In addition to those professional descriptors already mentioned, our guest is or has been a director of graduate programs, author,

lecturer, supervisor of internships, Capitol Hill expert, and consultant. He has traveled extensively both in the United States and abroad and has been the recipient of numerous honors, awards, and fellowships. One of these fellowships, I am honored to say, we share in common: The William H. Danforth Fellowship which was awarded to a rising senior Home Economics and Agriculture major in each state who had been selected by the respective faculty of a Land Grant College as the most promising leader among classmates. Mr. Danforth, a leader among leaders, dared young people to "Stand tall, Think tall, Be tall." He reminded this select group of young people that the most valuable possessions in life are those which, when divided, add and multiply, and that they should try to be "My own self, at my very best, all of the time." The performance record of our speaker clearly indicates that he has, indeed, been true to this challenge.

Among personal descriptors, our keynote speaker is the husband of a home economist, the father of seven children who are in high school through graduate school. He is a fellow Virginian currently. His warm, friendly, happy manner is inspiring and motivating. Once in an EPDA Seminar, he commented that "whether life grinds you down or polishes you up will depend upon the stuff of which you are made." These words have vibrated with high frequency, loudly and clearly, during the past six months while this Seminar has progressed to the present stage. I would like to think of us a diamonds in the rough and that with a little rubbing and polishing many facets will shine brightly in the future development and growth of vocational teacher education in Virginia.

In another EPDA session with our speaker, he referred to the opportunity for advanced training--the fellowship--as keys which could unlock many doors in the future development and advancement of vocational

education. The major task becomes, then, finding the doors and the locks which these keys fit. In closing, we are eagerly awaiting his help in pointing us in the direction of these doors as we attempt to identify issues and concerns in vocational teacher education in Virginia.

It is my extremely happy privilege and honor to present to you our very able and beloved Dr. Duane Nielsen.

KEYNOTE ADDRESS

Dr. Duane Nielsen
Chief, Vocational Education Personnel Development

U. S. Office of Education
Washington, D. C.

Isn't that a beautiful person! Too bad all of that isn't true. Obviously, she knows a lot more about me than she ought to and she has an excellent memory. Put these two things together and you'll never know what may happen!

I think it is important at the beginning to put into perspective all those nice things she said to help you visualize some of the things that I would like to share with you. Let me embellish that lovely introduction with two or three observations. So wipe clean the slate and forget everything she said and remember these three.

First:

> As a student they called me the guesser
> And as my knowledge grew lesser and lesser
> Twenty years ago last fall
> When I knew nothing at all
> They made me a college professor!

Then, somebody really goofed and invited me to come to Washington. When I first came I was insecure enough to ask my Dean to maintain a sabbatical or a leave position for me. I kept running back and forth but after a year or two and the Panel of Consultants Florence referred to was formed, the board invited me to help develop some programs on the day before President Kennedy was assissinated. It became so exciting or I was so enthralled with it all until I couldn't extract myself, so I'm still there.

The second observation:

> There is so much good in the worst of us
> And so much bad in the best of us
> Until it is hard to know which one of us
> Ought to be talking to the rest of us.

I firmly believe this and for a variety of reasons. When I get out among you people who know what you're talking about and doing, all of the memories and nostalgic feelings come rushing back to me. I consider the time spent in working with students in the classroom the most rewarding time of my life. This goes back to the secondary level. Working with university and graduate levels was challenging, but not so much fun. Consequently, let me admit that the more often I can get out of Washington and work with people like you the better, for not only is it personally enjoyable, but professionally, it is the only way to stay close to people, to know where people are and what they are doing. Primarily, when we don't do this we lose sight of what all the problems are about. Our office is to serve you, and that is what the game is all about. So often we may become annoyed with the pencil pusher-the politicians. So, it is a personal and professional pleasure to have this privilege of being with you. I will be able to stay for the afternoon and evening, and I look forward to having my gas tanks filled as we share our wisdom and experiences. Be careful of what you say in my presence because I'm likely to remember it and to use it. It is the media and apparatus through which we can stay close.

The third observation passed through my mind as George and I were talking about bureaucrats just before the meeting began. I thought you might like to hear a definition of one. The typical bureaucrat is past middle age, bare headed, wrinkled, intelligent, cold, passive, noncommital. He has eyes like a codfish, full eye contact but at the same

time totally unresponsive, calm, and as composed as a concrete post or plaster of paris cast. He is actually in human petrification without a heart, and if with a heart, one of granite. He has a calloused skin of steel without any charm or friendly temperament, absolutely no passion or sense of humor. Happily, all are sterile, never reproduce, and eventually go to ____.

My goal is to live my life, both personally and professionally, to be just the opposite of this. I have a lot of friends across the country and I'd like to have more of you among them. Watch me carefully, and if I ever behave like that, your responsibility is to kick me sufficiently hard where it matters so that I'll know to get out of Washington and back out here where things are happening.

Your theme is a challenging one. The topic Florence has asked me to talk about is an extremely complex and in some ways frustrating one. My frustrations stem from my inability to come even close and pragmatically to what your problems really are in your various institutions. Eight institutions or nine? Thirteen! Who is thirteen? Thirteen is first now, and one is last!

What I want to do is to touch base with you in five categories. The first of these is to share some random observations which I hope will be motivational and appropriate to give you the proper mind and attitudinal set as we open this conference. I trust that they will be characteristic to the challenges which we face in this conference and in the future of vocational teacher education, and perhaps as illustrations in a humorous way, they will tend to bring to focus for you your individual roles as you return to separate responsibilities and attempt to deal with the challenges.

The second thing which I'd like to do is to briefly, and I hope somewhat concisely, sketch a snapshot taken of vocational personnel development across the country, (for this has been my work all these many years in one way or another) what the need really is, how critical it is, and how and why you should use every minute of every hour you're here to rededicate and recommit yourselves in whatever way you can to your own institutions doing more than you're now doing to resolve some of these issues.

Third, I'd like to discuss with you fifteen issues in teacher education. Fourth, some general trends in teacher education and seven or eight specific suggestions for your own state. Maybe they will be reasonably close to priority issues you plan to consider in your small group interaction sessions. And last, if we have time, some thoughts about the price you may have to pay if you're really going to consider and execute the kind of leadership it will take to confront and resolve them for what they are and to make effective decisions and obviously have an impact not only on vocational education but also on the economy and the very vibrations and substance of what happens to people in this state.

If there is time during the day, and if you would like, I will, with some reluctance, perhaps, share with you some of the things in the new legislation with regard to the status of rules and regulations. We are very pleased to have a fine gentleman from Virginia, your own Dr. Rufus Beamer, as a member of this committee. These will be published later this month in the Federal Register. In the event that we don't get back to this, let me encourage everyone of you to read these very, very carefully. You have the privilege and the responsibility to respond to these. If you want to see your thought printed in the Federal

Register in the United States, send it in. There are only two things that can be done with these. One, they have to take your suggestions and change the regulations, or second, they have to print your suggestions in the Federal Register and tell you why they did not accept your recommendation. That's the practice for handling federal regulations.

Hang on to your seats - Gee - all of that beautiful sunshine, wonderful food- why don't we all just pull the shade and take a nap! Better still, why don't we go out and walk across the campus? I'm willing - Shall we? I'm often teased that given thirty seconds and a theme and I can usually come up with four points.

First, some random observations. Back in the early days of this country, while the Connecticut Assembly was in session, what has been labeled as that Famous Dark Day (this is factual, not fiction), the Assembly, not being familiar with what was really the eclipse of the sun, had all kinds of fears about what this may be! Several members rose and with considerable expressions of fear and intrepidiation, made the suggestion that they all go home and be with their families for seriously this was the end of the world. A Colonel Abraham Colter rose to his feet and said, "Gentlemen, either this is the end of the world or it is not. If it is, I'd rather be found doing my duty. If it isn't we have nothing to worry about. Bring forth candles so we may see what we are doing." Message: Look for candles. Light these as you interact in your sessions this afternoon and tomorrow.

Come up with ways so that in working together you can accomplish extra-ordinary things in teacher education in Virginia. Come up with individual aspirations and goals that will make you the best in whatever you do or whatever you may be. We only walk this path once. That which is expected of us more than anything else is that at anytime, at

any moment, wherever we may be, we are doing the best at whatever it is we're doing. Can we give something that is responsive to those chosen goals, objectives and needs that perhaps align us with ability that is needed to do what we have before us?

The second illustration also deals with light. An individual who was truly agrarian and a collector of farmland, quite wealthy, quite successful as a farmer, was very frustrated because he always had wanted to be a banker. All of a sudden he stumbled into the reality in this small community that if you had enough money and put it in the bank, you could own enough of the bank so that the board would put you on. So he did it. Put his $365,000 in the bank. Sure enough they put him on the Board. At the next meeting they made him secretary! He felt very much a part of the bank, now--a real banker! In the meeting the cashier moved that they invest $30,000 in chandeliers for the lobby. Members of the board noticed that the newly elected secretary was trying laboriously to get this item of business in the minutes. During the discussion the value of the chandelier was being discussed. All at once the farmer got up to his feet and said that he had a few things he wanted to say, but that he didn't want to take issue with the cashier whether or not to get the chandelier. "The first thing, though, I don't really know how to spell it. The second thing is, you know, I doubt that out of the 367 people here, there are no more than ten of them who know how to play one. And third, it is my distinct impression that if we have any money to spend, especially $30,000 we ought to put some more light out in the lobby." Message: Are we about the business of investing in chandeliers when we can't spell the word, we don't know what they are all about, or what they do, when, in reality, we're concerned about the same thing that is the key problem out there? And yet, we can't

focus on it. We can't absorb it, we can't internalize it. We can't turn ourselves around so we can apply our energies and talents in the directions that make our efforts effective in the ultimate product which is not necessarily those who are going out to teach, counsel, or administer. The ultimate product is what happens to that student who is the recipient - what it is you're able to help someone become or do.

Third illustration. Again, in the early days of this century, a strange looking building was going up out here at Mt. Proper Rock in Nags Head. An Indian Chief, who could converse partially in the English language, and a workman on the crew building the lighthouse, got together. The chief asked him what that thing was that was being built there. The workman tried to tell him, and finally said, "Well, it's hard to explain until I get it done." A few months later when they had finished, the Indian Chief came back and made a rather classic observation about it. "Bell claps, horns blow, lights flash - fog keeps coming in all the same." Message: Are you ringing bells, are you blowing horns, are you flashing lights, when it doesn't make a bit of difference so far as quality is concerned? What is your fog index? What is your measurement of quality intensity? Do you know whether or not you've done something about the fog? The need is toward the qualitative and quantitative expansion of vocational education personnel development.

I did a little checking on this. The funds needed by the fifty states and territories to meet teacher education personnel development needs exceed funds available by a ratio of 3:5. Data from our state needs assessment (and these range across all areas of vocational education) in Table 8 of the State Plan shows that in an aggregate in deficits in vocational education personnel development one comes up with some startling information.

The deficits in some fields are a real message for teacher educators. The number one deficits- that is, the difference in projected demand and supply for the upcoming year are: (1) Trade and Industrial Education; (2) Health Occupations; (3) Office Occupations and (4) Technical Education. So on down the line they go.

That ranking says two things to us: (1) there is a reflection of relevant need and what we should consider for emphasis, and (2) it reflects the relative effectiveness of certain service areas in vocational education regarding their capacity to recruit, to retain, to effectively and efficiently train, to place, and to succeed in keeping individuals in the teaching profession. So let's not draw too hastily conclusions about cause and effect relationships. I think that we can see in this that if we have need we can examine it to see what must be done effectively in terms of improvement.

The disparity between increases in enrollment and the availability of teachers further illustrates the problem. Over the most recent three year period the increase of teachers was a little over 50,000, or 25 percent, whereas the number of students increased by more than three million in vocational education. More serious than this lag is the threat of a diminishing potential on your campuses. Three-thirds of vocational education students preparing to become teachers increased by only 715 in the '74-'75 year. This is only a one percent increase while enrollment increased by 30 percent. The total number of vocational teachers increased only nine percent at this same time compared with this enormous enrollment. The total full-time equivalent of vocational education teachers in the secondry level where enrollment increased 14 percent was only nine percent and the problem is really worse than that. State Directors are referring to this as desperate. There are, however, some

areas where we have surpluses. One of the things that we should guard against is allowing ourselves to be taken in by the general assumption made by politicians and many others that we are a part of the surplus in professional education. In some other areas of education there are surpluses. For the first time this year, the 552 EPDA program will be offering fellowships not only in graduate education but also for teachers certified in other fields who have had the necessary occupational experience in fields to which they would like to switch in vocational education. For example, a biology teacher may go into health occupations.

What are the options, then, of dealing with these issues in some systematic way? In traveling over the country and from reading, I've leaned very heavily upon the Bicentennial this year. The American Commission on Teacher Education has done a real fine job in analyzing problems in teacher education. I've played around a bit with the report, How To Educate a Profession, and will offer a recommendation for each of the 15 concerns discussed.

Let me first flush out your attitudinal set with a few operational and philosophical concepts as to what teacher education perhaps should be or maybe what it would be if we dealt with some of these issues.

First, operational concepts:

1. Hospitals should not spread germs. The teacher education institution is a hospital. They go about the job of treating patients.
2. Teacher educators should exemplify what they explicate. Practice what you preach!
3. Why are we teaching advanced algebra in the third grade and remedial reading in college?

4. The design of teacher education should, more than anything else, insist upon the constant conscious interlocking between theory and practice. Our profession should absolutely rid itself of those institutions unable to develop competencies. Shape up or ship out!

Some philosophical concepts:

1. Nothing is easier in this country of ours than to attend college and nothing is harder than getting an education.
2. Our emotions and the way we live our lives are the MASTER and the intellect is the SERVANT. But in our college curriculums and all too often in teacher education, we give an inordinate amount of time and energy to educating the servant and neglecting the master. Show me a person who is emotionally aroused about the profession of teaching and I will show you a person who in some way or another will get the resources, the content and the substance. But show me a person who has the material, the outlines, the lesson plans, the facilities, and the teaching aids coming out of his or her ears without burning, driving concern to do something to the mind, and I will show you a failure.

What are you doing to touch the lives of those with whom you work so that more than anything else when they leave they're going to know, and adhere to, and dedicate themselves to, goals to have a relationship with their students like the relationship they have with you? Unlock that door and you'll have made the most noble and worthy contribution to teacher education that could possibly have ever been made. We can come up with all kinds of excuses and ideas as to why we can't and yet it is such a simple thing to do if you can learn to be yourself and to

play those strings in the life of an individual that builds a harmony like a great orchestra. You know those strings aren't facts and figures-they're not principles, they're not pages out of a book, they're motivational, attitudinal concepts. Not far from here there is a University in Columbia, South Carolina, headed by Dean Leon Lessinger. He is building an accountability model for his graduate college around three C's. Everything they do is accountable to one of these. The three C's are: (1) competence, (2) confidence, and (3) caring - by far the most significant. Can you imagine a graduate school trying to worry about caring? Care for people and something will happen.

Education is not teaching people what they do not know. Education is not teaching future teachers what they do not know. It is teaching them to behave in ways they do not now behave. One of the biggest problems in our world and in teacher education is that the stupid are cocksure and the intelligent are full of doubt.

What sculpture is to a block of marble, teacher education should be to the soul. A block of marble comes to you. Do they leave as blocks of marble - or do they leave you artistically hewn and polished with a brilliance within the block of marble so that it can be seen, observed, and used? A teacher educator working with a teacher should be a gardener-not a brick layer. One can take inanimate blocks or inanimate bricks and stack them up within a lovely looking wall. But what can the wall do? It cannot adjust or adapt; it can only stand there and serve its functional purpose. It is an accumulation, an array of facts and figures. A gardener plants a seed, waters it, nurtures it, fertilizes it, and provides an environment so that from within it can bear fruit and blossom. Occasionally, it is pruned and adjusted for renewed growth.

From the cheerful cherub in the New York Times:

I long to know many things;
By curiosity I am cursed.
But my teacher keeps telling me,
I've got to get my education first.

All together, teacher educators and educators in general consider the mind a graveyard - spacious and receptive. Dates, events, knowledge, examinations are the dead matter ready for interment. The lessons are real life and the teacher ordeal is very necessary in respectable places. The teacher is the only live entity in the entire process - a combination of the divine and undertaker. The examination is the resurrection morn from which only a few ressurect!

The first of the fifteen...

FIFTEEN ISSUES IN TEACHER EDUCATION*

1. General Studies.

The importance of general education for teachers is to help them become learned persons. Because they are responsible for the intellectual development of others, teachers themselves must be interested in ideas and capable of understanding them in broad conceptual contexts. Teachers must understand the nature and interrelationships of knowledge.

Recommendation: That all prospective teachers participate in an experience focusing on the nature and implications of knowledge in conjunction with general education studies. Taught by an interdisciplinary team, students will consider alternative ways of knowing, unique

*From Educating a Profession, Bicentennial Commission on Education for the Profession of Teaching of the American Association of Colleges for Teacher Education, Suite 610, One Dupont Circle, Washington, D.C. 20036

structures of knowledge in the different fields, linkages among concepts in the various disciplines, and the implications of these ideas for teaching. The instructional team should include at least one member from professional education along with appropriate representation from other behavioral and social sciences.

2. Preparation in the Undergirding Disciplines.

The complex nature of teaching requires an adequate theoretical base rooted in the several disciplines ranging all the way from psychology, sociology, anthropology, and philosophy. When disciplines "undergird," they do two things: they strengthen the conceptual and valuational grounds for professional understanding and the involvement that distinguishes the professional from a technician. The demands upon professional courses for both foundational and applied knowledge are so great that they can neither function without the contextual base of the undergirding disciplines nor assume responsibility for providing it in the professional sequence.

Recommendation: That all teacher education programs include, without exception, a pre-education component designed to provide necessary contextual knowledge from the undergirding disciplines. As you listen to those think about how they relate to the vocational teacher education programs in Virginia. Are we doing this? Are we complacent about doing this?

3. Teacher Preparation in Field of Specialization.

The preparation of teachers, like that of nurses, social workers, doctors, and counselors, requires a mastery of subject matter which is human-service functional. Not only do teachers need to know the technical language and the concepts of their discipline, they require an "in breadth" understanding of how a subject matter can be useful

to students in discovering personal levels of meaning, and how students can translate this meaning into humane daily action. However, if such teaching is necessary in the public schools, instructors must exemplify it in the universities. No longer can college professors be content to teach only the "data" of their disciplines. They must show students the illuminative properties of the discipline. Professors can no longer grudingly carry out teaching assignments as the price they pay for research opportunities, or reluctantly work with teacher education students whom they view as "anti-intellectual." You cannot come back from some place you have not been, and you cannot teach something you do not know.

Recommendation: That principles be the constants of academic study. Facts should be variables, organized around the broader principles.

4. The Foundations of Education: The Professional Component.

The central weakness of foundational studies has been the tendency of many foundations professors to look at their fields as if they are fullblown disciplines, each with its own highly specialized conceptual framework, investigative procedures, and research methodologies. Philosophy of education or history of education courses are sometimes taught as if they were separate, disconnected disciplines designed to provide students with depth of understanding in a single field, or to train students to think about education in a narrow, "discipline-specific" way. Thus, most students fail to see the inter-play between the study of education as a discipline and the practice of education as a profession. Some foundations professors refuse to become involved with value prescriptions, field experiences, or the problems of practitioners - which they perceive as residing outside the analytic or descriptive functions of the discipline.

Students must explore the hidden value dimensions of education practices and policies. Also, students must develop a well-formulated belief system to serve as a principle of selection for instructional materials, teaching procedures, and curricular content. The student must develop a sense of social purpose - an activistic concern for the sociopolitical and applied ends of the educational experience which invests professional decisions and procedures with ultimate meaning and conviction. To solve educational problems requires broad intelligence, contextural knowledge, and integrative vision.

Teachers are more likely to understand and appreciate concepts only if they are linked with the study of actual behavioral situations. The Commission proposed not that all teachers be researchers but that professional programs develop the teacher's capacity to understand and consult appropriate research before making instructional decisions.

A professional teacher is one who possesses a broad range of classroom behaviors and skills, grounded in professional and academic knowledge. Educators must also develop skills in the performance of teaching through practice in controlled training environment. The demanding task confronting beginning teachers, as we all know, requires a reasonable level of proficiency in the behaviors of teaching. Beginning teachers with a safe level of instructional competence are likely to exhibit self-confidence through the trying experiences of their first year. They must be given a positive attitudinal set with the motivation aligned with their own unique capabilities.

Recommendation: That a series of changes be made in the formats, conceptual frameworks, and delivery modes of the undergirding disciplines,

whether taught in the pre-education component or in professional foundations courses. To support and strengthen teachers, the undergirding disciplines must become interdisciplinary; unifying in concept and practice; less obscure and more human service functional; problem-based, featuring "theory in practice" mode of inquiry; original and bold in developing explanatory hypotheses; personal and clarifying in terms of beliefs and values; socially activistic and mission centered; and experimental in teaching procedures and delivery modes.

5. Personalization in Teacher Education.

As students come to you as a teacher, remember that they are different just as teachers differ from one another. They must be individualized. The establishment of generic skills essential to the professional repertoire of every teacher does not deny the individuality of teachers. Teacher educators have long since abandoned the notion that teachers should be interchangeable parts in a production line. Instead, teachers must develop their own style, techniques, and materials consistent with their personalities, experiences, and abilities. Teachers need much latitude in the instructional modes and materials they employ. They need an array of ideas.

Recommendation: That all prospective teachers make use of their own interests, talents, and styles in developing beginning teaching behaviors and skills.

6. Professional Literacy.

Professional literacy familiarizes teachers with current educational (vocational education) issues and professional concerns. Are we current and contemporary? Are we literate of what is in our own fields? Effective teachers interpret the schools to the citizenry,

and serve as analysts of community interests to the schools. Financing public education, citizen participation in educational policy decisions, school board professional association views on negotiations, and educational trends in other nations are examples of topics which contribute to the professional literacy of teachers and enable them to participate more intelligently in public discussions on these issues. We need to be sincere about what happens in society at large.

Recommendation: That teacher education programs build inherently into programs opportunities for teachers and teacher candidates to become knowledgeable about important educational and sociopolitical issues, and capable of interacting effectively with concerned citizens in the consideration and resolution of such issues. Our society is so complex that we can't allow ourselves to be uninformed.

7. Establishing Habits of Inquiry and Continuing Learning.

When teachers develop inquiring minds and commitment to continuing learning, they are able to contribute to the profession throughout their lives. Most teacher educators talk about the need for teachers to be experimental and exploratory in their work. However, most preparation programs are prescriptive and didactic in form. Thus, we must develop at least a beginning competence in research and inquiry skills among prospective teachers. Teacher educators must set an example and be a model for student teachers. They will follow in the same manner.

Recommendation: That teacher candidates study alongside faculty who have mastered research and scholarship skills, and who can encourage prospective teachers to develop their own inquiry and research skills. Teachers must be equipped with pragmatic training.

8. Teacher Educators as Models of Effective Teaching Behavior.

The teaching in a college of education should be a model for the kind of practice expected in the schools. Professors of education should exemplify what they explicate. This means that college instructors must incorporate the same principles of instruction in their own teaching that they wish to engender in their students. If teachers are to become competent professionals, they must be prepared by competent teacher educators.

You have heard that "what you are speaks so loudly I can't hear what you say." Charisma in a teacher is not a mystery or nimbus of personality, but radiant exemplification to which the student contributes a corresponding radiant hunger for becoming....Such embodiment may be personal, rational, and contemplative, or activist and public. What matters is the integration of significant life and knowledge, of compassionate study and informed conduct. The teacher in this sense goes where the action is, where his example is most needed.

The teacher education classroom should be a laboratory for the study and development of teaching knowledge and skills. This laboratory should be expanded to include instructional procedures such as micro-teaching, simulation, modeling, and demonstration. These procedures help students to confront a controlled reality by concentrating on particular teaching-learning behaviors until they attain adequate levels of skills and confidence. When students do encounter the complexity of a regular classroom, they will have experienced a planned series of teaching acts in a minimally threatening environment, with immediate feedback and experienced supervision.

The dichotomy that "know-what" learning should be campus based, while "know-how" learning should be field based, is a false one. Effective teacher education incorporates both field and campus experiences in applied and foundational learning. The potential is great for protocol materials and microteaching procedures to bring reality to the campus environment in context which allows for deliberate analysis, deletion of redundancies and irrelevancies, related situations drawn from different locations and time periods, and closer linkages between theory and practice.

Recommendation: That because teacher education is best when it is campus based and field oriented, there be an expansion of efforts to develop protocol and training materials that record real situations and illustrate ways of responding to them consistent with appropriate conceptual frameworks.

9. A Continuum of Field Experiences to Link Professional Knowledge and Skills.

Recent literature on teacher education suggests that the university cannot train teachers and therefore should give up its claim to offering technical education in education areas and assign it to schools, industry, and community agencies. The Commission unequivocally rejected such views, believing, instead, that the place to initiate basic and enduring reform in professional preparation is at the university, not away from it. But the issue is not either/or. Schools and colleges must collaborate if teacher education is to be effective. There is no magic in field experiences. Professional training is not significant simply because it is "out there." It is valuable only if it has been carefully planned, interpreted, and linked with appropriate conceptual frameworks. The Commission believes that the design of teacher education should include an

interlocking and continuous relationship between practice and theory. Involvement with teaching should begin as soon as students enter a teacher preparation program. Useful, direct experience, with simultaneous study of useful knowledge, theory, and principles, divided into achievable goals for beginners and gradually increasing the difficulty of the role, is the ideal form of preparation.

Recommendation: That the establishment of most teacher education centers be located away from the campus, should employ well-prepared, professional supervisors who retain continuing teaching responsibilities with a local school system and serve as adjunct or part-time members of one or more college faculties. Thus, there would be room for on and off campus improvements.

10. a. The Need for Special Emphasis on Students with Learning Disabilities.

We have not done all that we could or should with exceptional students. Society has only begun to realize its obligations to students with learning disabilities. In most states, the educational needs of a majority of students with learning disabilities remain unmet. Schools need large numbers of teachers who have the preparation to engage in diagnostic and remedial procedures with all of their pupils, and the time to do so. The current emphasis upon "mainstreaming" of students with a variety of learning disabilities places an increased obligation on all teachers to develop basic understandings and skills to promote learning among a broad range of students. Such teaching requires time as well as training. Staffing arrangements must permit teachers to use their higher order skills to meet the needs of these students.

10. b. Limitations of Community or Ethnic-Specific Teacher Education.

Some people advocate community-specific and ethnic-specific teacher education programs in order to satisfy the needs of segments of our population neglected by many current teaching practices. They recommend that education programs for teachers be community based and community controlled with the following characteristics: (a) teachers-to-be, at the time of recruitment, should select one or more culture-specific areas to master; (b) teacher education programs should be authorized only after a particular community has defined a program - the need for it, its content, and the terms on which it will be acceptable; (c) the role in teacher education for institutions of higher education should be region specific, and their mission should be to work with local education agencies to develop programs for satisfying educational needs articulated by their various communities; and (d) training programs should use models that view a specific community or region without ethnic bias or, more positively, with the eye of the citizen who has the interest of the area and its people at heart.

Many schools have failed to adequately meet the needs and expectations of our diversified society. Many schools have failed to prepare the children of white middle-class suburbia, and the Black or Chicano child of the ghetto, to function effectively in a highly technological, multicultural, and ever-changing society. Teacher education programs often neglected or totally ignored the concepts of community and ethnicity until the civil rights movement of the sicties. Then, educators used community as a code word for "inner-city" and "ghetto," and ethnic for "Black" or some other minority

group. If community or ethnic concerns were dealt with at all over the last decade, it was usually within such a limited context. Large numbers of teacher training programs included components that attempted to give pre-teachers the "inside story" on a specific community or cultural group situation- usually urban, Black, poor, or more recently, the Native American. These efforts have been less than adequate.

Teacher education programs must deal with the concepts of community and ethnicity concretely and comprehensively, if we are to have skilled professional educators who are sensitive to the pluralistic nature of society. The proponents of community-controlled, community-based teacher education programs, and those with an exclusive focus on particular ethnic minority studies, suffer from the same shortsightedness. Both make theoretical and operational assumptions on limited and narrow definitions of community and "ethnic."

We believe that teacher educators must define community and ethnicity in the broadest sense, including all segments of society and the infinite number of variations within each. And because all of us live in a multi-cultural society, developers of teacher preparation programs must help students devise and test strategies to cope with the real-world demands arising from a broad range of community and ethnic concerns.

Recommendation: a. That all parties devise mechanisms where communities, local education agencies, and institutions of higher education work together to reconcile their varying perceptions of what education should be. Responsible, open collaboration among all constitutencies must occur in order to build responsive pluristic programs.

Recommendation: b. That teacher education programs provide students with conceptual structures concerning teaching and learning which cut across ethnic and community boundaries. Also, that all teacher education students study and experience in some depth at least one of the local, regional, or national sub-cultures.

11. The Importance of Adequate Resources.

Teacher education suffers from serious inadequacies in the resources available to carry out the demanding task of preparing professional teachers in time, facilities, personnel, instructional and research materials - even in access to quality instruction in other academic units. Teacher education programs require greater resources than presently allocated. It is important to understand the limitations on curricula imposed by the cramped, seriously inadequate life space which teacher education programs presently occupy. The magnitufe, intensity, and direction of the efforts needed to prepare a teacher reach far beyond present resources.

Future educational developments will continue, even intensify. these service demands. However, if institutions lack the appropriate resources to offer good programs, there will be a deterioration of quality standards in all. Also, if colleges of education conserve instructional resources by enrolling students with widely differing objectives in the same course, then subject matter will become irrelevant. For example, mixing junior college faculty who desire instructional improvement with students seeking certification-type professional courses can only result in a compromise that reduces usefulness for all professionals.

Most colleges of education, committed to quality standards but confronted with limited resources, will place their highest priority

on programs leading to teaching certification and to the preparation of related school specialists. However, significant changes in supply and demand will cause a reordering of priorities in many institutions.

Recommendation: That teacher preparation for initial service be conducted in a five-year sequence, combining both bachelor's and master's degrees.

12. The Internship.

One of the critical problems of teacher education is the absence of the opportunity to exercise professional responsibilities under direct and continuous supervision during an internship. Other professions find a planned internship essential. The demanding nature of teaching suggests a similar need.

Teacher education assistance from the university should be continued through the internship period, both through supervisory collaboration and through more structured continuing education experiences. Continuing certification should be withheld until after successful completion of the internship experience.

Recommendation: That the internship in teacher education be defined as a minimum of one year of supervised employment and that it be made an integral part of all teacher preparation programs.

13. Continuity of Preservice, Inservice, and Continuing Education.

In this discussion, articulation is obvious. The early years of teaching are crucial to the professional development of teachers. The support they receive from other professionals can influence greatly the attitudes, effectiveness, and subsequent professional growth of the new teacher. Teachers who are trying new things need

many opportunities to talk about their work with each other. New teachers' willingness to use a range of approaches to teaching will level off or stop if they are left alone to face classroom problems. Often, the need to survive becomes the major force for continuing to use whatever seems to have worked, without further exploration of instructional alternatives or reflection on the long-range consequences of teaching behavior.

The new teacher's need for professional support requires that the university (which provided pre-service preparation), professional organizations, and employing school system all provide help. New teachers must come to teaching both with a capacity to survive and a willingness to work toward building professional relationships that will support reform.

Pre-service education should emphasize the generic knowledge, behaviors, and skills that enable beginning teachers to function at a safe level in a wide variety of settings. Pre-service education should be a direction setter for beginning teaching and for further professional growth. It should stir interests, stimulate inquiry, and initiate commitment.

In-service education should meet the needs of the school system. While the continuing education needs of individual faculty members may not be at odds with the training of a school system, nevertheless, needs of the system should be paramount. School systems should undertake periodic reviews to determine staff training needs. The emphasis on school needs as the locus for inservice education is a considerable departure from the common pattern of accepting any college credit without regard to its relevance. The Commission is not proposing that colleges and universities be uninvolved in inservice teacher education.

Continuing professional development reaches beyond the support of beginning teacher efforts to apply teaching knowledge and skills to particular school and community situations. It reaches beyond the meeting of specific school system needs through in-service education. It's function is the development of professional teacher-scholars, capable of high levels of diagnosis and prescription; coordinating the instructional efforts of other professional and paraprofessional associates; and exercising leadership in school, community, and the profession. Continuing professional development aims at proficiency, at mastering, even at brilliance in the performance of instructional responsibilities.

Recommendation: That school systems become the chief locus for in-service education in order to keep this phase of staff development maximally responsive to school and community needs. Area colleges should expect to participate regularly in the planning and to contribute resources when they are relevant and available. The primary role of the college of education, however, should be to prepare public school personnel competent to carry out assessments and research basic to such programming.

14. Expanding the Application of Professional Education Beyond the School.

Only a recommendation will be given for this point.

Recommendation: That colleges of education seek resources to expand their program formats and philosophies to include the preparation of other human service professionals in addition to teachers, administrators, and counselors for public school settings. Also, colleges of education must develop new collaborative relationships with other professions in order to foster new attitudes and skills and reduce the parochialization of excessive specialization.

15. The Education of Teacher Educators.

The education of teacher educators is largely ignored in the professional literature. The Commission holds that the education of teacher educators should emerge principally from the needs of the personnel they prepare. Teaching is a complex activity with ambitious objectives and demanding skills. Teacher education must be accepted both as pre-service preparation and a professionalizing process which continues through the career of the teacher. Teachers must be capable of diagnosing learning problems, developing curricular materials, experimenting with instructional procedures appropriate to the needs of a wide range of individuals, and evaluating the outcomes of these activities.

The complexities and responsibilities of the teacher's role are obvious. Yet, an analysis of the graduate preparation of most teacher educators discloses that few have participated in programs specifically designed to meet these complexities and demands. In their own training, most teacher educators specialize in a single graduate department with little understanding of the interrelationship of the separate specialty areas.

Recommendation: That in addition to in-depth study in a single area, teacher educators study each specialization in an in-breadth context. Teacher educators must become more knowledgeable about, and sensitive to, the relationship of their own specialty to all other specialty areas in professional preparation. This can be accomplished by a broad foundational experience in pedagogy and the supporting disciplines, designed to provide teacher educators with an awareness of the contributions of their own area of specialization to the broad context of teacher preparation. Without such a

background, teacher educators will leave to each student the impossible task of integrating the miscellany of learning into a coherent whole. And this goes back to the necessity to "practice what you preach."

General Trends in Teacher Education

1. More and more training and accreditation will occur at the local system/school level.
2. Schools and colleges of education will more clearly define what they can and can't do. They can't do all things for all people, but will focus on what they can do best.
3. States will become increasingly involved in in-service education.
4. Pre-service teacher education will be followed by longer transitional internships, probably lasting at least one year, with more follow-up.
5. Training programs will become more related to performance assessments of both individuals and instituions. CBTE and accountability will be more apparent.
6. Students and citizens will have an increased voice in education policy and program decisions.
7. More collaboration among multiple institutions will continue to increase as we become more sensitive to needs.
8. Youthism will become one of the hottest new issues; students will unionize.
9. Educators will finally confront problem of finding ways to help personnel to cope with massive change with society's continuing revolution.
10. The comprehensive high school will come under severe criticism.
11. Education programs will become more and more "reality" based and will be held more accountable.
12. Education will become increasingly politicized. Politics will become the name of the game.
13. Major conflicts will occur between private publishers and government sponsored projects which produce educational materials.
14. Increasing emphasis will be given to building programs around validated models or research findings.

15. Education trainers and theorists will significantly and finally expand their clientele and work hand and hand with them.

16. The alternative schools movement will diminish as all schools increase options for students.

17. Calls for accountability will increase and more and more emphasis will be placed upon careful program planning--and use of objectives related management systems. Major measures of success will become more and more imposed by public, e.g. basic skills.

18. Higher education institutions will work together on specific problems based on more carefully planned, relevant, and analytic processes.

19. Higher education institutions will incrasingly specialize on particular aspects of education.

20. Numerous colleges of education will close (fold-up) or change their function.

21. Collaboration among agencies conserned with particular kinds of clients, e.g. youth, senior citizens, will increase as demands increase for working on "system" wide problems. New legislation is effective in this, and is forcing democratizing of education.

Issues Germane to Virginia

Issues which would appear to hold special interest and application to Vocational Education in Virginia and which might be considered in the interaction sessions could include the following:

1. Better rationale and clearcut operational definitions of vocational education. Do you need to clarify purposes of vocational education in the various service areas, and in teacher education?

2. Better job supply and demand in terms of better data, better match between these. Programs in areas of high shortage should be strengthened. Instruction and programs need to be responsible to shifts in demands of jobs. We need to better match job opportunities to students.

3. Focus on process and substance targeted on vocational education. Courses should be more relevant to reality; greater individualization of student needs, abilities, interests; more flexible programs, and teaching methods; performance and competency based objectives; greater follow-up of students and the fifth year as an internship.

4. Certification based on competencies. Develop strategies for implementing.

5. Specialization and comprehension. Internalize components of the fifteen issues just discussed.

6. Evaluation with greater accountability to the public and to students.

7. Research and program development within our systems. How much articulation do we now have?

8. Establish and use Advisory Groups. Choose people who can offer positive assistance and who are vital in decision making so that they can become actively involved.

The Price of Leadership to Meet These Issues and Challenges

In closing, I would like to share with you some ideas which have been used before with various Leadership Workshops held over the country. The question always arises, "How can we develop leadership?" The following may well be the price you have to pay to be a better leader than you now are. Leadership is nebulous, hard to define. Yet we know when we have experienced, seen, been around, or have been a part of it. Perhaps a leader stimulates action in a socially acceptable way.

A leader may be at his or her best when seldom seen or heard, not so good when adored and glorified, and at his or her worst when hated and despised, annointed, appointed, and getting just one more stripe. Fail to honor people and they will fail to honor you. But of a good leader, when the work is done, the aim fulfilled, the people will say, "We did this ourselves." We do not need GREAT leaders. We do need leaders who will bring out the greatness in all the rest of us. This is an art intricately woven and intertwined into teacher education. Leadership can be "caught" from the model teacher.

If PRICE and PRIDE advertisement are prime ingredients in the materialistic world, how much more important they should be in our humanistic endeavors! What is the PRICE we must pay if we are to achieve

a level of leadership competence in which we can take (humble) pride? Consider the following:

Proficiency- Knowledge and skill, technical and professional, content and process. Ability times opportunity times number of people who like you equals success. Though man a thinking being is defined, how few use that great prerogative of mind? How few think justly of the thinking few, how many never think who think they do? Performance with excellence! John Gardner went right to the point when he said: "We must learn to honor excellence in every socially accepted human activity- and to scorn shoddiness, however exalted the activity. An excellent plumber is infinitely more admirable than an incompetent philosopher. The society which scorns excellence in plumbing because plumbing is an humble activity - and tolerates shoddiness in philosophy because it is an exalted activity - will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water."

Resilience- Flexible, adaptable, optimistic - the talent to bounce back from a stone wall. It has been said that 80% of the major achievements are accomplished by 20% of the people. What do the 20% have that the 80% don't? A lot of talent, of course, but among the most important are resilience and persistence. Lesson from the postage stamp: It has to stick to what it is on until it gets to where it is going. Optimism, good humor, and

positive attitude - our emotions are the master and our intellect the servant, but we spend an inordinate amount of time educating (developing) the servant and neglecting the master.

Initiative- Positive, creative, imaginative action (not agression). Dare to do differently with good judgment for only through difference does progress come. Josh Billings: "One of the major problems of our society is that the stupid are cocksure and the intelligent are full of doubt." "It ain't ignorance that causes all the trouble, its the things folks know that ain't so!" Self-starter.

Confidence - Bishop Milton Wright, addressing the graduating class in a small, midwestern church supported campus in the late 1890's, stressed that the members of the class should learn to live with the status quo, and that all things of major importance had already been developed, invented, or had already happened. After the address, the young college president challenged him on his pessimism, indicating that those graduating would face a lot of new opportunities and challenges. The irritated Bishop retorted, "Name one thing that will happen in the next ten years that hasn't already happened." "Why, man will fly," the president responded. "That's blasphemy," snorted the Bishop, "only the angels can fly." But six years later, Orville and Wilbur Wright, Bishop Milton G. Wright's own two sons flew! Concentrate on your strengths. Let them be observable

but not cocky. Be humble! Two men went to church to pray. The first mounted the pulpit to its most prominent position, faced the congregation and in a loud demanding voice prayed, "Lord, bestow upon me all the blessings at your command. I deserve them! Look out that window at the education wing, I paid for it. And as you look see the stained glass windows. Remember that my wife paid for them. Give me the high position, prestige, and honor which I so richly deserve." The second man knelt behind a pew in the far corner of the sanctuary and in abject humility prayed, "Lord, be merciful to me a sinner, I was that man's teacher!" Capatilize on your strengths and ignore your weaknesses or minimize them unless they excessively limit your effectiveness. Self-confidence tends to inspire confidence in others, whose confidence in turn inspires you. It is a positive reinforcement cycle which perpetuates and strengthens itself eternally. Sometimes that kind of self-generating confidence is called "Chutzpah"...and every leader this world has ever known possessed it to some degree.

Enthusiasm - Enthusiasm is possessed in abundance by the milking machine salesman who sold the farmer with one cow two milking machines and took the cow in as a down payment! It has been said that "charisma" is enthusiasm focused and amplified. Project vibrations which draw people to you - so that they can warm themselves with

the inner fire which you are willing to share with them. Enthusiasm is a special kind of gift. Some call it God's light of humankind. And yet, all too often, particularly today, it seems in very short supply. One of life's greatest challenges is to retain that special energy within us as we make our way in the world. The alternative may be that we will grow old before our time.

With his gift of eloquence, Douglas MacArthur said it this way:

> Youth is not a time of life; it's a state of mind. It is not a matter of ripe cheeks, red lips and supple knees; it is a temper of the will, a quality of the imagination, a vigor of the emotions. It is a freshness of the deep springs of life. Nobody grows old by merely living a number of years. People grow old by deserting their ideals. Years wrinkle the skin; but to give up enthusiasm wrinkles the soul.
>
> Worry, doubt, self-distrust, fear and despair - these are the long years that bow the heart and turn the greening spirit back to dust. We are as young as our faith, as old as our doubts; as young as our self-confidence, as old as our fear; as young as our hope, as old as our despair.
>
> In the central place of our heart, there has to be a wireless station. So long as it receives messages of beauty, love, hope, cheer, grandeur, courage, and power from the earth, from people, and from the indefinite, so long are we young. When the wires are down and all the central place of our heart is covered with icy snows of cynicism and the clouds of pessimism, <u>then</u> we are grown old even at age 20. And may God have mercy upon your souls."

How old are? Thank you for inviting me. Good luck with your timely and interesting Seminar. If teacher education in Virginia is better a year from now, it will be because each of you go back to your respective assignments and do something better than you are now doing it, and not because of anything I have said here today.

Response

Florence F. Hood

> The teacher who walks in the shadow of the temple among his followers, gives not of his wisdom, but rather of his faith and lovingness.

I believe you can readily see why these words were selected to introduce Dr. Nielsen. Duane, you have indeed given us of your wisdom, and have led us to the thresholds of our own minds. You have given us much to think about when we meet in the small interaction sessions this afternoon and tomorrow to identify current issues and concerns in vocational teacher education in Virginia and as we attempt to find alternative solutions to some of these issues. We are honored that you gave us one whole day of your busy, busy year. Our personal lives will be much richer for having you with us, and our professional lives will be brighter and more rewarding for those with whom we work.

Thank you so very much for coming.

Evening Session - West Campus Dining Hall
February 10, 1977
David J. Carr, Presiding

Keynote Address: Changes in Teacher Certification in Virginia

Dr. Richard Boyer
Assistant Superintendent for Program Development
Virginia State Department of Education

Recorder: Dolores Johns

Dr. Boyer addressed some of the critical issues and considerations of teacher certification in Virginia. His remarks were focused on the following areas:

1. The internship or five-year teacher preparation program in Virginia.
2. Motivations for the proposed program (internship).
3. Recommendations from the Advisory Committee on Teacher Education.

With the exception of minor editorial changes, the paper which follows is the entire account of Dr. Richard Boyer's presentation.

Now, let me briefly place the matter of teaching internship in Virginia into perspective, as I see it. You are probably aware that this matter has received much attention during the past year as a result of the legislative action which established the Standards of Quality for the 1976-78 biennium. The 1976 General Assembly mandated that, beginning in 1981, all teachers entering the profession must successfully complete an internship before being awarded regular certification. This action was probably motivated by several attitudes and conditions which were thought to exist. My listing of these motivators is not necessarily in priority order, nor is it all-inclusive.

1. There is a desire to assure the best possible instruction so that students can enjoy the best possible benefits from schooling.

2. There is a feeling that certification has become too automatic-that there should be an interim step between completing an approved program in a teacher training institution and receiving full professional certification.

3. The teacher surplus (which still does not exist in some areas of vocational education) allows an opportunity to upgrade the requirements for entering the profession.

Beyond requiring it as a fifth year of preparation, the legislation did not define the internship. Questions which surfaced immediately included:

1. Who is responsible for conducting the internship: The public school system, or institutions of higher education?

2. Will the intern perform as a teacher, or will the role be more like that of a teacher aide?

3. Should the internship lead to a masters degree?

4. Will the intern be paid? If so, how much?

The Department of Education accepted the task of trying to answer these and other questions. These answers will result in a description of the internship. Since the Department has had an advisory committee

on teacher education for a number of years, this committee was called upon for help in this matter.

It is interesting, at this point, to place the actions of the past year in historical perspective. The certification of teachers and the proposed internship as they relate to certification has received attention periodically since the state system of public education began in 1870. The authority to grant certificates was assigned to local superintendents during the period from 1870 to 1908. It is significant, I believe, that the admonition to superintendents from the first Superintendent of Public Instruction was "if in doubt, withhold the certificate." This reflected his belief that the new system of public schools would be successful only to the extent to which teachers were qualified. The superintendents, incidentally, did not award certificates on the basis of whether or not the applicant had a degree. Rather, the applicants were interviewed carefully, investigated regarding morality, and were required to pass a written examination. During this same period approximately the first 40 years of the state system ofpublic schools three types of certificates were given. The highest certificate, known as the First Grade Certificate, could be given only to those who had nine months of successful teaching experience. During these nine months the beginning teacher had either a Second Grade Certificate or a Third Grade Certificate, depending on how high that person had scored on the teacher's examination.

Now, let's return to 1976. The Advisory Committee on Teacher Education previously mentioned suggested that the internship might take the following form:

1. The internship should be the responsibility of the school system.

2. The interns should be fully employed and paid at the first step on the teacher's scale.

3. The interns should be given provisional certificates during the internship and should become eligible for the highest level of certification.

While there are some obvious similarities between the plan for the 1980s and the practices of the 1880s, there are also some important differences. These differences include:

1. A baccalaureate degree is a prerequisite in the 1980s; this was not a prerequisite in the 1880s though there was a requirement that the candidate must be at least 19 years of age!

2. The proposal for the 1980s includes intensive supervision and in-service opportunities for interns; most likely the first-year teacher with a Second or Third Grade Certificate in the 1880s was completely independent, perhaps even in a one-room school without a teacher's lounge in which he or she could obtain an informal indoctrination into the profession.

The certification requirements have changed several times between the early 1900s and 1976. The teachers' examination was dropped sometime before 1920 and the baccalaureate degree took its place. The First, Second, and Third Grade Certificates evolved in several steps to what we now know as the Collegiate, Collegiate Professional, and Post Graduate Professional certificates. Each change was intended to upgrade the profession and to produce better qualified teachers.

One thing has not changed during the 100 years of public education in Virginia: the induction of the beginning teacher into the profession. Appropos of this is a comment by the current President of the Virginia Education Association as reported in a recent issue of Commonwealth Magazine. Speaking of her first year, Mary Hatwood said:

> "Many times I can recall experiences when maybe I had some doubts about what I was doing and I needed someone with whom I could talk. But I didn't want to go to my administrator, because I was afraid I would get a bad evaluation. And I

> didn't feel as though I could neccessarily go to my fellow teachers, because they would say 'well, you're supposed to be a professional teacher and you're supposed to know how to do it, so why should I spend all my time showing you how to do it? And many times I think teachers have a tendency to opt for the third alternative, which is 'I'm really not going to say anything to anybody; I'm just going to try to survive; and maybe through survival I will learn to become a good teacher'".

The teachers in Virginia today should be the best prepared teachers in the history of public education. Virtually all have a bachelors degree. Nearly 30% have masters degrees, including some first-year teachers; but the induction problem remains.

Probably vocational educators are as aware as anyone of the need to carefully induct people into the world of work in a logical step-by-step manner. We have created these opportunities for our high school students. We know the value of an apprenticeship. We believe that students should augment what they have learned in our classrooms with some on-the-job experiences before they take their first full-fledged jobs. We also believe that we should provide some supervision for them while they receive this experience. Further, a stepwise progression from the dependent role of a student to the independent role in a career such as sales appears most appropriate.

Hopefully an internship for teachers will provide the same step-by-step progression involving an initial work experience under helpful and supportive supervision. The addition of a fifth year of professional preparation will provide an opportunity for "on-the-job training" which is not practical within the present 4 year program in which teachers are prepared for full certification. Much of the discussion we are hearing assumes that the fifth year of preparation also will be the first year of teaching. There is, however, another school of thought

which deserves careful attention. There might be a better plan in which "on-the-job" experience will be interspersed throughout the five years. One problem with this is a feeling that the baccalaurate degree should be awarded at the end of four years just as it is now. A five-year, preservice program would place an additional cost on the prospective student and might discourage many people from entering teacher training. At the same time, a five-year program of this type might provide for the step-by-step progression better than a fifth year which comes after the formal program is completed and is simultaneous with the first year of teaching.

The Board of Education and the Department have not completed the task of describing the internship program. The recommendations of the Advisory Committee are being carefully weighed. There are indications, too, that the effective date of the 1976 legislation may be delayed, allowing more time to give careful thought to the proper implementation of the mandate. I have not mentioned the matter of our reciprocity agreements with other states, none of which require a five-year program or internship. Whatever is done ultimately in Virginia must not have the effect of encouraging Virginians to leave the state to teach or discourage out-of-staters from coming to Virginia.

Let me close by again expressing appreciation for this opportunity to discuss this matter with you. I am now anxious to hear the responses from the reactors and any others who have views on the matter of teacher internships. Thank you.

Opening Session - Technology Center Lecture Hall
February 11, 1977
Dr. W. Vincent Payne, Presiding

Keynote Address: Solutions and Alternatives to Current Issues in Vocational Teacher Education

Speaker: Dr. H. R. Cheshire
Head, Department of Instruction
Georgia Southern College
Statesboro, Georgia

Recorder : Dr. Julia Miller

During his presentation, Dr. Cheshire directed a dynamic, yet informal focus on "Solutions and Alternatives to Current Issues in Vocational Teacher Education." He captured and maintained the interest of his audience through the use of such unique techniques as: a feedback word game, unusually arranged and color-keyed transparencies, participants' listing and ordering of important decisions, and handouts pertinent to the major emphasis of the presentations. These techniques provided for the active group involvement which characterized this session.

The central focus of the opening session was generated from the essential thrust of several handouts presented by the speaker: "The Generation Gap in Vocational Teacher Education," "Personnel Policies," "General Competency Development for Teachers of Studentw with Special Needs" by G. D. Meers, and "Solutions and Alternatives to Current Issues in Vocational Teacher Education." Excerpts from these presentations have been organized to address the priority problems and alternative solutions for Vocational Teacher Education in Virginia.

SOLUTIONS AND ALTERNATIVES TO

CURRENT ISSUES IN VOCATIONAL TEACHER EDUCATION

During this conference we have examined a number of issues which face vocational teacher education. In this presentation I will single out selected priority issues and make specific recommendations regarding possible solutions to the problems and/or issues discussed. Utilizing handouts and visual aids, I will touch on more issues or topics than time will allow for full coverage.

Those which seem to have the greatest import follow:

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
Students press for courses that are "relevant to the real world and for good reason. Taxpayers press for some evidence of a reasonable "return. Regardless of where these pressures are first felt, eventually they come to bear on front-line education, the teacher educator.	Involve university personnel in meaningful dialogue and vocational teacher education activities. Consider competency-based vocational teacher education. Use interdisciplinary techniques.
College/university programs are heavily regulated by NCATE, college committees and policies, state department regulations; therefore, students are herded through classes during 4-6 years of education.	Use teams of faculty to plan student programs. Use teams of faculty to advise Competency Examinations. Use individualized instruction. Use internships with schools, government and private businesses. The problem to be resolved is how an effective methodology can be developed for the identification of a validated set of competencies for assessment of teaching.

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
	Develop a well structured weighted index system.
Should we offer 2 year associate degree programs in vocational teacher education?	Yes. A. Trade and Industrial Education B. To prepare para-professional technicians to assist vocational instructors.
What are valid means for evaluating potential graduates?	Competency testing at specific levels. A. rising junior B. admission to teacher education C. before and after student teaching experiences (All of the above by team of advisors.)
Developing an undergraduate and graduate program that's exciting and real, so that students want to go to class.	Be creative--win a Turtle Award--stick your neck out. Use: Co-op techniques internships competency examinations follow-up survey of graduates advisory committees have students review course outlines Use simulations, individualized instruction, case methods personal research projects and community based experiences.

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
Residence Requirements	Off Campus Centers Exchange of faculty Internships Make presentations to Graduate Deans and academic councils asking for change in regulations.
Lack of time for professional and personal development as a vocational teacher educator.	Plan one professional activity per quarter and do it. Travel to see how other teacher educators operate. Consider exchange of faculty members with other institutions or with business and industry. Work in the state department of education.
Academic faculty attitudes toward vocational education.	Involve them in staff development activities. Take the first step yourself, remember we are on the same team.
Recruitment	Make state wide efforts Be more selective in accepting individuals into vocational-technical education.
We get tired so we do the same old things year after year.	Get more feedback from graduates and current students. Use more guest instructors. Reexamine the talent of your faculty. Challenge your advisory group to assist you.

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
	Consider computer based instruction.
Advising personnel and committees	Our society here in the U. S. has moved to new levels of sophistication. Vocational educators have provided leadership in opening new education frontiers through the involvement of advisory committees. The time has now come to expand this form of community people, the handicapped and disadvantaged, women's rights, career education and new legislation, it is no longer a question of should, it is a must.
Vocational teacher educators working in harmony with state staff, local school personnel and other agencies.	The role of teacher educator must continue to be modified. We must provide management and leadership expertise so that challenges to vocational teacher education can be more adequately addressed. Sometimes we must follow, sometimes we must lead. A competent teacher educator knows when to do each.
Keeping up-to-date	College personnel should spend a regular, alloted time in staff development at the local level. Request a "clipping service". Develop resource centers within vocational departments. Use junior high and senior high students to train prospective vocational instructors.

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
College students are different today.	When we grew up we were: experience rich and education poor Today's students are: education rich and experience poor Use: Self development techniques Occupational internships Community based techniques from community education and career education Make home visits Conduct follow-up studies
What specific competencies are needed by teachers working with disadvantaged and handicapped students?	Diagnose student needs within a vocational framework which is consistent with facilities Plan course content, design, instructional material, and implement activities that are appropriate to the needs and interests of the individual student. Use appropriate instructional, motivational and reinforcement techniques and instructional media which will result in an effective delivery system to the student. Select and use appropriate methods of evolution which will reflect effectiveness of instruction and student accomplishment. . . Communicate occupational information and assist students

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
	in setting realistic goals in cooperation with other school staff and parents. Demonstrate a personal concern for students and parents in all aspects of the educational experience. Provide an atmosphere in which the student can work towards self-fulfillment in a school, home, and occupational setting.
Our universities as a seat of free wide-ranging inquiry, searching criticism of culture and society, and a place where idealism and the longing for a better world might be nutured seems to have vanished.	Individual flexibility is needed. A sense of the specific content of a student's program is needed in: a. science b. math c. art d. etc. Are we producing an educated individual?
We may not allow for the individual differences of our teachers in training.	Each student should have planned program (by a team of advisors) with: Coursework/Work labs Competency examinations Private-individual research Professional staff development Human explorations Technical growth Real life experiences Self evaluation components Career guidance

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
Some university/college vocational teacher education programs do not seem to know where they are headed.	In order to find direction make use of: Active advisory committees Statewide surveys of local school system needs Cooperation of state departments of education, with regional and national agencies (HEW -OE) Sound philosophy Clearly defined objectives One year priorities 3 to 5 year growth plans Realistic leadership
In the long run, what are the issues and answers regarding C.B.V.T.E.?	Most educators don't seem to know or care It may be something we are trying to lift without handles.
What selected items deserve consideration for preparing voctional educators to serve the disadvantaged and handicapped student?	While many agencies, state legislatures,and other groups espouse vocational education programs that aim to mainstream these students, there does not exist a comprehensive administrative policy to guide the training of personnel. Preparation of specific operational guidelines by state boards of vocational education would be helpful. Realistic answers seem to lie in: a. interlocking of curriculum b. teams of academic personnel joined with vocational instructors c. parental and community involvement d. strong youth club participation

ISSUE/CONCERN	RECOMMENDATION/SOLUTION
	e. a state system for delivering the needed leadership f. a union of special education with vocational education g. selected elements of career guidance
We develop similar materials, concepts and ideas in the various states, but exchanging these seem difficult.	The Southeast should establish a central clearing house to develop materials, teaching strategies, and hold workshops for teacher educators. We also need a newsletter and duplicating service funded on a cost only basis. I limit the above to the Southeast because we seem to think alike and a national center is unmanageable.
We stress individualized instruction, but some institutions do not use it as a teacher training device.	Vocational teacher educators are sometimes accused of being intellectually dishonest because we do not practice what we preach. If learning packages (etc.) are so effective that teachers should use them, why shouldn't this technique be used in learning the skills of developing them? This method can be justification for reconstructing entire four year programs for individuals who do not fit the catalog mold. This technique forces the teacher educator to use specific objectives utilizing multi-media.

The Generation Gap in Vocational Teacher Education

If one generation of vocational teachers owes anything to the future, it is the understanding, wisdom, perc eption, and compassion it should have received from the generation of vocational teachers that preceded it. Too often, new vocational instructors and student teachers criticize their teachers and vocational teacher educators for dull classes, yellowed, and worn out lesson plans and unmotivating teaching techniques; yet, within a year or two they are walking in the same path and their students are just as critical. Why must this be? Why don't we learn from the mistakes of our own unfortunate experiences as students in an outdated educational process?

Vocational teacher educators observe an endless number of student teachers copying the traits, techniques and even the personal mannerisms of their college professors. Would a generation gap benefit the process of preparing teachers? Would it be unhealthy if there were no generation gap? Most American educators are proud of our educational freedoms and heritage. The American educational system has created a model for the world. But just as with families, children leave home and begin to find their way in the world--young aspiring vocational teachers must leave their colleges and universities and experience teaching on their own.

We have a generation gap. We always will, and we should. We need to profit and learn from one generation to another, but we also must allow for new incentives, individual needs of each student at exactly the correct moment in time and place.

College and university deans need to direct their department head to join forces for an interdisciplinary approach to instruction. Universities are more departmentalized than secondary schools. College

faculty members have very little contact with their colleagues in other schools and departments. Each college dean should be committed to total staff development. This fact should be reflected in his budget. College teacher educators need to be teamed with public school faculties for career exploration and sequencing of instruction. High school career education activities and concepts should lead realistically to college experiences, projects, and challenges.

Dynamic change will come about in vocational teacher education, and the pressure to change may come from students who seem more open, concerned, and ready to challenge the establishment. Would it not be more appropriate and realistic to accept the generation gap, identify the specific weaknesses in vocational teacher preparation, and then move with progressive programs that challenge students and motivate prospective teachers through innovative, exciting activities geared for the real world of vocational education?

Career Education

What role should the concepts of career education play in the instructional program of a four year college that offers a wide range of degree programs? Should teacher education programs be the only curriculums challenged or changed? How do you modify instruction by the professionals trained in a specific discipline and protected by tenure, rank, research, publications, status symbols, and a fierce pride in their personal accomplishments? How do you turn a college around?

How do you bring about change and begin to turn a college around? In teacher education, the options are many. To most educators, it would seem wise to incorporate the concepts of career development in all courses to some degree. The thought of courses in career education,

per se, seems stale.

Several models for teacher preparation could bring about innovation. One example: Freshmen utilized as teacher aids and assigned to three different school sites. The sophomore year finds the student involved in an educational research project and two periods of occupational experience with business or industrial firms directly related to two discipline areas correlated with the student's major. The junior year is structured around "student teaching" and involvement with an administrator's overview of school systems. The senior year should be highlighted by hands-on experiences in guidance, administration, vocational education and one area of specialization such as band, mental retardation, or athletics.

Internships and cooperative experiences are little known to many college students. We need a central office to handle this administrative function. It should be a part of every student's program enrolled in vocational teacher education. The real world is too remote during a student's four year academic life. The social and academic possibilities are unlimited when one considers the career related activities available with business, industry, public service, government, and private agencies.

Our students are expected to spend most of their time on the campus, attending classes and meeting with faculty on a regular basis each day or week. Occasionally, they become independent and go to Atlanta, New York, New Orleans or Europe to see "what's happening." Why not have a series of planned learning activities available for all students, allowing choices based on individual interests and career development or expectations? It's wonderful just to find out that one does not like something, and this may include an occupational area. Some colleges are beginning to operate a released year for freshmen. This revolves

around a year of self exploration in one or more jobs before settling down to a year of college course work. For example, a student torn between law and medicine may spend six months in an emergency room. This allows for personal growth and self understanding for wise career choice. Additional cooperative experiences and planned internships throughout this student's college years will produce a more complete student, ready to meet the real world, satisfied with career options and knowledgeable of needed professional competencies.

More accurate predicting of teacher availability should allow the states to select future teachers by performance-based criteria, not course hours completed at an institution of higher learning. The college should be involved in spearheading a state-wide search for the identification of the factors which will measure performance-based competencies. Teacher education programs in the future will involve a follow-up program unheard of today by present standards. To hold graduation exercised does not guarantee a successful teacher. We seem to be involved in the bits and pieces, but we need to put all the pieces together; released time, career exploration, work experiences with education, government and industry, exchange programs, relevant instruction, career education concepts, techniques and methods that interlock with content, and extensive follow-up; this would be a beginning.

More students than ever seem interested in technical schools. Why not fuse our programs with surrounding community colleges and area vocational technical schools? Can we begin to bend rules, regularions and degree requirements in favor of job demands and student needs? We need to really look at ourselves. What are required electives? How and why is <u>each</u> course justified in a college program? Should it be modified or completely dropped? Why must we give grades? What good

has been accomplished when we fail a student? Does the new experiment with "academic bankruptcy" have merits? (This involves a student's option to request one quarter or semester's poor marks to be striken from the total grade point average, forever.) Should we try it? How valid is the residence requirement? What does it prove? Will it stand the test of time over the next five years? I say no. Are we ready for EDU's? How many students or faculty even understand the implication?

Where do we find the leadership to make change? Administrators seem to always have sound red tape to slow up or stalemate any progressive move. They are experts at "why" or "cannot because", while we are neophytes at "why nots" and "yes, it will work, just give it a change."

We must plan strategies to give leadership in the development of comprehensive programs in all areas and activities in the vocational and career development field which may be appropriately offered at each institution by bringing together any and all persons from the various units of the college as required to initiate and carry out such programs or activities.

We must serve as a nerve center and as liasion to college and university personnel and to the career and vocational education officials in the various state departments of education in the development of this comprehensive program for each campus and for your state. In addition, we need to seek the involvement of resource persons from HEW, local school systems, other state departments and universities to meet these needs.

In summary, we need to coordinate resources and mold them to implement a comprehensive program of career and vocational education. To paraphrase Robert Kennedy, sometimes vocational teacher educators see things as they are and say, Why? Why not do things that never were?

EVALUATION OF THE SEMINAR

The Seminar on Current Issues in Vocational Teacher Education in Virginia was held on February 10-11, 1977. The purpose of the seminar was to bring together vocational teacher educators, generalists, educational administrators, and other individuals interested in the articulation of discrete issues and answers in contemporary vocational teacher education.

Because man's need to know is closely coupled with his wish to judge, an attempt to evaluate the seminar and the achievement of its objectives was undertaken through the use of a seminar evaluation questionnaire.

Participants were asked to complete the questionnaire before they left the Norfolk State College campus. Table I lists the major objectives of the seminar and presents the results of the participant's responses in assessing the extent to which the seminar objectives were achieved.

From the data in Table I, it appears safe to say that all of the major objectives were achieved. The percent of participants' ratings of a high of 5, or a relatively high of 4 ranges from 66.6% - 92.3%. Objectives 4 and 5 share the first rank followed by Objective 1.

Part two of the seminar evaluation questionnaire asked participants to respond to statements about the seminar. The statements and results of ratings appear in Table II. These data indicate that participants were overwhelmingly in agreement with the statements regarding the seminar.

TABLE I

RATINGS OF SEMINAR OBJECTIVES
N = 39

OBJECTIVE	RANK	RATINGS HIGH 5	4	MEDIUM 3	2	LOW 1
		%				
1. To identify priority concerns, problems, and needs in vocational teacher education in Virginia.	3	48.7	41.0	7.7	2.6	0
2. To explore alternative solutions to problems identified.	6	17.9	48.7	23.1	7.7	2.6
3. To initiate activities for creative communication among and between vocational teacher education.	4	43.6	30.8	23.1	2.6	0
4. To stimulate interests of participants in self-renewing teacher preparation programs.	1.5	17.9	74.4	2.6	2.6	2.6
5. To establish a foundation for further opportunities to share mutual concerns and to exchange ideas among service areas.	1.5	38.5	53.8	7.1	0	0
6. To promote a sensitivity for anticipating and adapting to projected changes in teacher preparation practices.	5	25.6	43.6	25.6	2.6	2.6

TABLE II

RATINGS OF SEMINAR
N = 39

STATEMENT	RATINGS				
	Strongly Agree		Undecided		Strongly Disagree
	5	4	3	2	1
	%				
1. The objectives of the Seminar were realistic and currently need attention.	64.1	35.9	0	0	0
2. Keynote speakers were helpful:					
Duane Neilsen	72.2	27.8	0	0	0
Richard Boyer	51.4	45.9	2.6	0	0
H. R. Cheshire	65.8	34.2	0	0	0
3. I was stimulated to think objectively and subjectively about issues and solutions to these in teacher education.	47.4	50.0	2.6	0	0
4. I would like to work further in developing solutions to some of the issues identified.	74.4	25.6	0	0	0
5. Considering the time available, the Seminar was well worth my effort to attend.	64.1	35.9	0	0	0
6. The staff of the hosting College was helpful and hospitable.	82.1	15.4	2.6	0	0
7. Meals on campus were adequate and good.	89.7	10.3	0	0	0
8. I would be willing to attend future meetings at Norfolk State College.	71.8	25.6	2.6	0	0

Small Group Interaction Sessions

The final evaluative index reveals what participants felt about the effectiveness and dynamics of the small group sessions. The results of particiapnt responses in Table III reveal a significant amount of consistency between statements in Tables II and III that appear to have some degree of commonality. For example, statement 1 in Table III shows that 71% of the participants rated it high or 5, while 72.2% of the participants rated statement 2 in Table II at an equivalent level.

The high ratings given by participants indicate that the seminar was quite successful. In assessing the extent to which seminar objectives were met, 66.6 - 92.3% of the participants recorded high to relatively high ratings on the six major objectives.

Verbal evaluations strongly recommended that this be only the first, and not the last, in a continuing series of such sessions.

Additional evaluations of participants may be found in a selected group of letters from participants in the Appendix.

TABLE III

SMALL GROUP EVALUATION
N = 39

STATEMENT	RATINGS HIGH 5	4	MEDIUM 3	2	LOW 1
			%		
1. Interaction presenters reviewed key points made by speaker.	71	29	0	0	0
2. Discussion was held to main topic.	43	57	0	0	0
3. Discussion was evenly distributed.	43	57	0	0	0
4. Contributions of consultants enhanced discussion.	14	14	58	0	14
5. Group had affective interpersonal atmosphere.	100	0	0	0	0
6. Definite conclusions were drawn from the discussion.	42	58	0	0	0

APPENDIX A

AGENDA

AGENDA

FEBRUARY 10, 1977

9:00 a.m. - 12:00 Noon — Registration - Technology Center

Samuel T. Vassar
Seminar Coordinator
Norfolk State College

12:00 Noon - 1:00 p.m. — Luncheon

West Campus Dining Hall

Presiding - Seminar Overview

Joseph A. Ford
Seminar Coordinator
Norfolk State College

Welcome

Harrison B. Wilson, President
Norfolk State College

Invocation

Roy A. Woods, Vice President
for Academic Affairs
Norfolk State College

1:00 p.m. - 2:00 p.m. — Introduction of Speaker

Florence F. Hood
Seminar Coordinator
Norfolk State College

Keynote Address: Current Issues, Trends, Directions in Vocational Teacher Education

Duane Nielsen, Chief Vocational
Education Personnel Development
U.S. Office of Education,
Washington, D.C.

Recorder:

Susan Holder
Distributive Education
Madison College

2:00 p.m. - 2:15 p.m. Small Group Interaction Sessions:
Overview and Organization

James P. Clouse
Seminar Planning Committee
Agricultural Teacher Education,
Virginia Polytechnic Institute
and State University

2:30 p.m. - 3:30 p.m. Small Group Interaction - Technology Center
Session I - Issues and Concerns
in Teacher Education

3:30 p.m. - 3:45 p.m. Break - Refreshments Served

3:45 p.m. - 4:45 p.m. Small Group Interaction:
Session I - Continued

4:45 p.m. Adjourn

6:30 p.m. - 7:30 p.m. Banquet

West Campus Dining Hall

Presiding

David J. Carr
Seminar Planning Committee
Virginia State Council on
Higher Education

Welcome

George Orr
The State Advisory Council on
Vocational Education

Recognition of Guests

Florence Hood
Home

Invocation

Louis R. Preston, Jr., Pastor
Campostella Heights Seventh Day
Adventist Church, Norfolk, Virginia

6:45 p.m. Music

The Spirit of the Lord ...
Everette Titcomb
Poor Man Lazrus ... arr. by
Jester Hairston

The Trouveres
Norfolk State College
Carl Haywood, Conductor

7:30 p.m. - 7:40 p.m. Introduction of Reactors and Speaker
Dorothy A. Savedge
Seminar Planning Committee
Home Economics Teacher Education
Longwood College

7:40 p.m. - 8:00 p.m. Keynote Address: Changes in Teacher Certification in Virginia

Richard Boyer
Assistant Superintendent of
Program Development
Virginia State Department of Education

Reactors:

Vivian Ely

Melvin H. Garner, Director
Vocational Education
Virginia State Department of Education

Recorder:

Dolores Johns
Distributive Education
Virginia Polytechnic Institute
and State University

9:00 p.m. Adjourn

FEBRUARY 11, 1977

8:30 a.m. - 9:30 a.m. Opening Session - Technology Center Lecture Hall

Presiding

W. Vincent Payne
Seminar Planning Committee
Trade and Industrial Teacher Education
Virginia State College

Introduction of Speaker

C.B. Dix, Co-Chairman
Seminar Planning Committee
Distributive Education Teacher Education
Madison College

Keynote Address: Solutions and Alternatives to Current Issues in Vocational Teacher Education

L. R. Cheshire
Georgia Southern University
Statesboro, Georgia

Recorder:

Julia Miller
Home Economics
Virginia State College

9:30 a.m. - 10:15 a.m. Small Group Interaction
Session II - Alternatives and Solutions to Issues and Concerns in Teacher Education

10:15 a.m. - 10:30 a.m. Break - Refreshments Served

10:30 a.m. - 12:00 Noon Small Groups Interaction
Session II - Continued

12:30 p.m. - 1:30 p.m. Luncheon

West Campus Dining Hall

Presiding

David I. Joyner
Seminar Planning Committee
Industrial Arts Teacher Education
Old Dominion University

Invocation

Milton S. Reid
Norfolk State College

Greetings

Vincent Thomas, Mayor
Norfolk City and Chairman, State
Board of Education

1:30 p.m. - 2:15 p.m. Introduction of Seminar Summary Panel

James P. Clouse, Moderator

Topic - Seminar Development and Projections

Consultants:

Group A - Morton B. Hopkins, Coordinator
Cooperative Education
Norfolk State College

Group B - Mary Noblitt
Business Education
Longwood College

Group C - John Hillison
Agriculture Education
Virginia Polytechnic Institute and
State University

Group D - Era F. Looney
Home Economics Teacher Education
Virginia Polytechnic Institute and
State University

Group E - Walter Ramey
Technical and Industrial Education
Virginia Commonwealth University

2:15 p.m. - 2:30 p.m. Acknowledgements - Awards - Seminar Business

Samuel T. Vassar
Seminar Coordinator
Norfolk State College

2:30 p.m. Adjourn

APPENDIX B

SMALL GROUP INTERACTIONS

SMALL GROUP INTERACTIONS

Emphasis: Session I — Concerns, Problems and Issues in Vocational Teacher Education in Virginia

Emphasis: Session II — Alternative Solutions to the identified Concerns, Problems, and Issues in Vocational Teacher Education in Virginia

Group A - Student Lounge, First Floor

Leaders: C.B. Dix	Madison	D.E.
David J. Carr	St. Ofc.	Higher Ed. C.
Consultant: Morton B. Hopkins	Norf. State	T&I
Evaluator: Betty C. Harrison	VPI & SU	H. Ec.
Recorder: Delores Johns	VPI & SU	D.E.

Group B - Faculty Lounge, Second Floor

Leader: Mary Noblitt	Longwood	Bus. & Jr.
Consultant: Barry Reece	VPI & SU	B.E.
Evaluator: Arvid Van Dyke	Va. State	Ind. A.
Recorder: Rosalyn Lester	Radford	H. Ec.

Group C - Room 231

Leader: David Joyner	ODU	Ind. A.
Consultant: John Hillison	VPI & SU	Ag. Ed.
Evaluator: Betty Humphreys	Clinch V.	Bus. & Ofc.
Recorder: Mary Washington	Va. State	H. Ec.

Group D - Room 233

Leader: W. Vience Payne	Va. State	T&I
Consultant: Era F. Looney	VPI & SU	H. Ec.
Evaluator: Howard Jackson	VCU	Bus. & Ofc.
Recorder: Walter F. Deal	ODU	Ind. A.

Group E - Room 208

Leader: Dorothy Savedge	Longwood	H. Ec.
Consultant: Walter Ramey	VCU	T&I
Evaluator: John Turner	ODU	D.E.
Recorder: Martin McMillion	VPI & SU	Agi.

APPENDIX C

SEMINAR PLANNING COMMITTEE

SEMINAR PLANNING COMMITTEE

Seminar Coordinators

Joseph A. Ford Florence F. Hood Samuel T. Vassar

Planning Committee Co-Chairpersons
C.B. Dix Florence F. Hood

Service Area Chairpersons

Agriculture .....James P. Clouse
Virginia Polytechnic Institute and State University

Business and Office Education.....Audrey Donley
Norfolk State College

Distributive Education.....C.B. Dix
Madison College

Home Economics.....Dorothy A. Savage
Longwood College

Industrial Arts..... David I. Joyner
Old Dominion University

Trades and Industries.....W. Vincent Payne
Virginia State College

State Advisory Council on Vocational Education.....George S. Orr
Research Associate
Blacksburg, Virginia

State Council on Higher Education.....David J. Carr
Cordinator, Post Secondary Education Research
Richmond, Virginia

State Department of Education.....Marguerite Crumley
Associate Director, Vocational Education
Richmond, Virginia

APPENDIX D

CURRENT ISSUES & CONCERNS: A SUMMARY

CURRENT ISSUES AND CONCERNS IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA: A SUMMARY

The following list is a summary of the top ten issues and concerns as identified in the five small group sessions, February 10, 1977. Dr. James P. Clouse served as Director with group leaders: C.B. Dix, David Joyner, Mary Noblitt, Vincent Payne, and Dorothy Savage.

1. The growing job responsibility for vocational teacher educators and shrinking funds.
2. Communications among state personnel and teacher educators.
3. Upgrading teacher educators (skills, knowledge).
4. The duplication of the inservice efforts of teacher education schools.
5. Development of a strong preservice program for those entering from industry, (T&I).
6. Non-recognition of higher education institutions of the inservice role vocational teacher educators are expected to perform.
7. Development of competency based teacher certification requirements.
8. Alleviating sex-role stereotyping in vocational education.
9. Developing good objectives and goals for student teaching.
10. Keying inservice work to one system, i.e., V-TECS.
11. Lack of articulation among all vocational services.
12. Teacher educator's role in the recruitment of quality students.
13. The five-year plan for the internship experience in Virginia.
14. Occupational renewal and experience for teacher educators.
15. The role of the teacher educator of vocational education in career education and counseling.
16. The re-evaluation of the general education requirements for vocational teachers.
17. The generalists vs the specialists approach to the preparation of vocational teachers.
18. Cooperative education as it relates to vocational teacher education certification.
19. The need for an improved student teacher program.
20. Adequate occupational experience for the preservice and inservice programs
21. Development of the education of local leaders for vocational education.
22. Vocational education in the training of others-counselors, administrators.
23. Retraining of teachers to work with the special needs students.
24. Preservice preparation of vocational teachers to work with special needs.
25. Certification of teachers to include remedial training of teachers.
26. Placing human relations concepts in prospective vocational teachers?
27. Administration and management of competency based teacher education
28. Need for an earlier field experience for potential teachers.
29. Using better teaching techniques in methods classes already filled with so many other things.
30. Feasibility of funding travel when required by student teachers.
31. Selection, training, and cooperation of the cooperating teachers for student teachers.

APPENDIX E

LETTERS

Initial Invitation to Participants

Virginia State Advisory Council on Vocational Education

December 17, 1976

In view of its continuing interest in teacher education, the Virginia State Advisory Council on Vocational Education is sponsoring "A Seminar on Current Issues in Vocational Teacher Education in Virginia." This seminar will be conducted in the new Norfolk State College Technology Center on February 10-11, 1977, and will include vocational teacher educators from various teacher preparation programs within the state.

The major objectives of this seminar are:

1. To identify priority concerns, problems, and needs in vocational teacher education in Virginia.

2. To explore alternative solutions to the problems identified.

Because of your concern for vocational teacher education, you have been identified as an individual who can contribute significantly to the success of this seminar.

We invite you to participate as a member of this group. Please complete and return the enclosed registration form by December 29, 1976.

Sincerely yours,

Rufus W. Beamer

smr
enc

NORFOLK STATE COLLEGE
2401 CORPREW AVENUE
NORFOLK, VIRGINIA 23504

We are pleased that you may serve as a participant in "A Seminar on Current Issues in Vocational Teacher Education in Virginia." The enclosed letter from the Virginia State Advisory Council in Vocational Education gives the purposes, location, time, and place of the seminar.

All service areas and all institutions throughout the state are being offered the opportunity to share in this unique experience. Because of a stringent budget, only a representative sample may have expenses reimbursed. Within this framework, however, a cordial invitation is extended to colleagues who may wish to attend any or all sessions.

Lodging reservations will be made at the Holiday Inn, Scope, upon the receipt of the enclosed acceptance form by the Coordinating Team. Those within a 200 mile radius of Norfolk may have lodging for one night if it is necessary; greater distances, two nights. West Campus Dining Hall will serve lunch, February 10 and 11; dinner-banquet, February 10. Travel will be reimbursed on the basis of thirteen cents (.13) per mile by car. It is expected that at least four from an institution may ride together, if applicable, and where fesible, share a room.

In all cases, requests for reimbursement should be accompanied by the respective receipts; state and federal regulations will be honored. Reimbursed participants are expected to attend all sessions.

You are being requested to serve as a reimbursed participant in the capacity of:

_____Planning Committee Member _____Speaker _____Consultant

_____Small Group Interaction Presenter _____Recorder _____Evaluator

_____Other:_____

Please complete the enclosed information sheet immediately (by December 29, 1976). Should there be any further questions, please feel free to call Scat 262-8712. We are looking forward to working with you.

Respectfully yours,

Joseph C. Ford

Frances F. Hood

J H Tosran

Seminar Coordinators

A SEMINAR ON CURRENT ISSUES
IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA

Norfolk State College
Norfolk, Virginia

February 10-11, 1977

APPLICATION AND PRE-REGISTRATION FORM

Name of Nominee_____

School_____

School Address_____
Street

_____
City Zip Code

Telephone_____
Home Office

Vocational Education Service Area: (Check One)

___Agricultural Education ___Home Economics Education

___Business Education ___Industrial Arts Education

___Distributive Education ___Trade and Industrial Education

Nominee's current concerns in vocational teacher education which might be addressed at the seminar:

I herewith accept the invitation to be a reimbursed participant in the seminar, and will need the following estimated reimbursements:

1.

2.

3.

_____
Signature

Return to:

Dr. Florence F. Hood
Division of Home Economics
Norfolk State College
2401 Corprew Avenue
Norfolk, Virginia 24504

APPENDIX F

LETTERS

Participant Evaluation of Seminar Experiences

Virginia State Advisory Council on Vocational Education

JOHN C. GORDON, CHAIRMAN
RICHMOND, VIRGINIA · PHONE 804-257-2321

RUFUS W. BEAMER, EXECUTIVE DIRECTOR · BLACKSBURG, VIRGINIA
PHONE 703-951-6945

February 15, 1977

Dr. Joseph Ford
Industrial Education Department
Norfolk State College
2401 Corprew Avenue
Norfolk, VA 23504

Dear Dr. Ford:

The Seminar on Current Issues in Vocational Teacher Education was a successful two days of interaction. Those of you at Norfolk State College who were in charge of the Seminar are to be commended.

As indicated in earlier correspondence, we will expect to receive 25 copies of the proceedings of the Seminar in May, 1977. This will give us adequate time to review the contents and, hopefully, formulate one or more recommendations to be included in the Eighth Annual Report from the Seminar findings.

When all financial transactions are completed, an interdepartmental transfer for actual expenses should be submitted to our office for processing. Detailed documentation to support the various expenses should be included for our records. This must be received by our office no later than June 1, 1977.

Thank you for your efforts in making the seminar a success. Please contact me if I can be of assistance as you finalize the details of this activity.

Sincerely yours,

George S. Orr, Jr.,
Research Associate

smr
cc: Florence Hood
Samuel Vassar

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

February 21, 1977

Dr. Florence F. Hood
Norfolk State College
2401 Corprew Avenue
Norfolk, VA 23504

Dear Dr. Hood:

Thank you very much for serving as excellent host and coordinator of the seminar planning committee for our recently completed seminar on Current Issues in Vocational Teacher Education in Virginia. I can appreciate the tremendous amount of work that you, Dr. Ford and Dr. Vassar have done in preparing for and carrying out this seminar. Certainly you served as wonderful hosts and all of us are very appreciative. Hopefully, this was the beginning of a series of interactions between vocational educators throughout the state.

Please let me know if I can help at any time in the future.

Best personal regards.

Sincerely,

James P. Clouse, Professor
Agricultural Education

JPC/wl

cc: Dr. Joseph A. Ford
Dr. Samuel T. Vassar

COLLEGE OF EDUCATION

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Blacksburg, Virginia 24061

DIVISION OF VOCATIONAL & TECHNICAL EDUCATION

MEMORANDUM

TO: Dr. Joseph A. Ford
Dr. Florence F. Hood
Dr. Samuel T. Vassar

FROM: William E. Dugger, Jr., Program Area Leader (WED)
Industrial Arts Education

SUBJECT: Seminar on Current Issues in Vocational Teacher Education in Virginia

DATE: February 14, 1977

This is to express my thanks to you for an excellent seminar on Current Issues in Vocational Teacher Education in Virginia held on February 10 and 11, 1977 at your college. It was certainly a pleasure meeting with other teacher educators in the state of Virginia and I consider this workshop as one of the finest that I have had the pleasure of attending in the last few years. I laud both Norfolk State College and the Virginia Advisory Council on Vocational Education on making this seminar available.

I hope that additional workshops such as this will be organized in the future.

Best wishes for the successful completion of the school year.

cc: Mr. George Orr

School of Education

GEORGIA SOUTHERN COLLEGE

STATESBORO, GEORGIA 30458

Vocational Education
Task Force

February 22, 1977

Dr. Florence F. Hood
Seminar Coordinator
Norfolk State College
2401 Corprew Avenue
Norfolk, Virginia 23504

Dear Dr. Hood:

Thank you so much for inviting me to the Vocational Teacher Education Conference last week. I enjoyed the group and met many fine vocational teacher educators.

I mailed my travel expenses and receipts to Dr. Ford as instructed. Should you use the attached handout, please give credit to Dr. Gary D. Meers because he and his staff developed these materials and we failed to place his name on the document.

Thank you.

Sincerely,

H. R. Cheshire

Dr. H. R. Cheshire, Head
Vocational Education

pmm
enclosure

Madison College

Harrisonburg, Virginia 22801

Department of Distributive Education

February 14, 1977

Dr. Florence Hood
Home Economics Department
Norfolk State University
2401 Corprew Avenue
Norfolk, Virginia 23504

Dear Florence:

I want to take this opportunity to commend you and the other members of the Norfolk State staff for hosting an excellent seminar this past week. It was a pleasure working with Dr. Ford, Dr. Vassar and you as a member of the planning committee.

I would appreciate it very much if you would send me six copies of the program if you have them. I would like to share them with our administrators of the college. Also, I have enclosed my travel reimbursement voucher to be processed.

Sincerely,

C. B.

C. B. Dix, Jr.
Department Head

CBD/jr

enclosure

APPENDIX G

Participants

PARTICIPANTS

Agricultural Education

1. Julian Campbell
   Supervisor, State Department
   Richmond, Va. 23216

2. Dr. James P. Clouse
   Virginia Polytechnic Institute &SU
   Blacksburg, Va. 24060

3. Dr. John Crunkilton
   Virginia Polytechnic Institute & SU
   Blacksburg, Va. 24060

4. Dr. M. A. Fields
   Virginia State College
   Petersburg, Va. 23803

5. David Gibson
   Virginia Ploytechnic Institute &SU
   Blacksburg, Va. 24060

6. Dr. John Hillison
   Virginia Polytechnic Institute &SU
   Blacksburg, Va. 24060

7. Dr. Martin McMillion
   Virginia Polytechnic Institute &SU
   Blacksburg, Va. 24060

Business Education

8. Dr. Audrey Donley
   Norfolk State College
   Norfolk, Va. 23504

9. Betty Humphreys
   Clinch Valley College
   Wise, Va. 24293

10. Dr. Howard Jackson
    Virginia Commonwealth University
    Richmond, Va. 23220

11. Carl E. Jorgensen
    Supervisor, State Department
    Richmond, Va. 23216

12. Mrs. Mary Noblitt
    Longwood College
    Farmville, Va. 23901

13. Dr. Jeffrey R. Stewart, Jr.
    Virginia Polytechnic Institute &SU
    Blacksburg, Va. 24060

Distributive Education

14. C. B. Dix
    Madison College
    Harrisonburg, Va. 22801

15. Dr. Vivian Ely
    Virginia Commonwealth University
    Richmond, Va. 23200

16. Dr. Tom Hephner
    Virginia Commonwealth University
    Richmond, Va. 23220

17. Susan Holder
    Madison College
    Harrisonburg, Va. 22801

18. Jim Horan
    Supervisor, State Department
    Richmond, Va. 23216

19. Dolores Johns
    Virginia Polytechnic Institute &SU
    Blacksburg, Va. 24060

20. Dr. Richard Lynch
    Virginia Polytechnic Institute &SU
    Blacksburg, Va. 24060

21. Dr. Malvern Miller
    Old Dominion University
    Norfolk, Va. 23508

22. Dr. John Patterson
    Old Dominion University
    Norfolk, Va. 23508

23. Dr. Barry Reece
    Virginia Polytechnic Institute
    Blacksburg, Va. 24060

24. Dr. John Turner
    Old Dominion University
    Norfolk, Va. 23508

Home Economics

25. Doris Bomberger
    Eastern Mennonite College
    Harrisonburg, Va. 22801

26. Dr. Betty Harrison
    Virginia Polytechnic Institute &SU
    Blacksburg, Va. 24060

Home Economics - cont'd

27. Dr. Julia Kilpatrick
Madison College
Harrisonburg, Va. 22801

28. Dr. Rosalyn Lester
Radford College
Radford, Va. 24141

29. Dr. Era Looney
Virginia Polytechnic Institute &SU
Blacksburg, Va. 24060

30. Dr. Julia Miller
Virginia State College
Petersburg, Va. 23803

31. Dorothy Savedge
Longwood College
Farmville, Va. 23901

32. Dr. Juanita Strawn
Hampton Institute
Hampton, Va. 23368

33. Mary Washington
Virginia State College
Petersburg, Va. 23803

34. Lillian Wright
Norfolk State College
Norfolk, Va. 23504

Industrial Arts

35. Clarence Ash
Norfolk State College
Norfolk, Va. 23504

36. Walter W. Deal
Old Dominion University
Norfolk, Va. 23508

37. Dr. William E. Dugger, Jr.
Virginia Polytechnic Institute &SU
Blacksburg, Va. 24060

38. Dr. Arvid Van Dyke
Virginia State College
Petersburg, Va. 23803

39. George Foster
Norfolk State College
Norfolk, Va. 23504

40. David I. Joyner
Old Dominion University
Norfolk, Va. 23508

Trade and Industrial

41. Dr. Rodney Chambers
Virginia Polytechnic Institute &SU
Vlacksburg, Va. 24060

42. Dr. Lester Duenk
Virginia Polytechnic Instutute &SU
Blacksburg, Va. 24060

43. Morton B. Hopkins
Norfolk State College
Norfolk, Ca. 23504

44. Vance M. Horne
Supervisor, State Department
Richmond, Va. 23216

45. Dr. Harry L. Johnson
Virginia State College
Petersburg, Va. 23803

46. Henry G. Matthews
Norfolk State College
Norfolk, Va. 23504

47. Dr. W. Vincent Payne
Virginia State College
Petersburg, Va. 23803

48. Dr. Walter Ramey
Virginia Commonwealth University
Richmond, Va. 23220

49. Dr. Ned Swartz
Old Dominion University
Norfolk, Va. 23508

50. Arnold Westbrook
Virginia State College
Petersburg, Va. 23803

* * * * * * * * * * * * * * * * * *

Dr. Amelia E. Adams
Home Economics Education
Norfolk State College
Norfolk, Va. 23504

Dr. Henry Schmoele
Distributive Education
Old Dominion University
Norfolk, Va. 23508

Sandra Shellabarger
Human Ecology
Hampton Institute
Hampton, Va. 23368

APPENDIX H

A Laundry List of Concerns of Nominees Prior to Seminar

A SEMINAR ON CURRENT ISSUES AND CONCERNS IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA

A Laundry List of Concerns of Nominees Prior to Seminar

1. Student teaching program; Curriculum planning
2. Recruitment of quality and quantity pre-service students
3. Preparation of teachers as advisors of youth organizations
4. Lack of Federal funding for teacher education
5. Problems and needs of student teachers; In-service training of teachers
6. Internship (one-year), New funding procedures under Education Acts of '76
7. Undergraduate curriculums
8. Implementing competency based instruction in Voc. Ed. (affective)
9. Are we over producing teachers in comparison to openings in the field?
10. General vs specialization in content
11. Quality and standards in teacher preparation
12. Voc. Educator's role as it relates to career counseling
13. Occupational experience requirements of voc. educators
14. Improve overall quality of vocational teachers
15. Nature of pre-service teacher education (competencies)
16. Informal in-service activities for school districts
17. Preparation for special needs classroom work
18. Status of changes in Virginia teacher certification criteria
19. Funds to support Voc. programs for Virginia; Employment trends
20. Coordination of Voc. education for teachers and Industrial Arts Education
21. Beginning or first year teacher adjustment problems (confidence, discipline, etc.; Supervision of first year teachers
22. Cooperative education--a program that might qualify a T & I graduate for Virginia State Certification upon graduation
23. T&I reality of in-service education for non-degree personnel certification needs; Youth organizations
24. Development of Curriculum Development Center in Virginia
25. Metrics-and basic math ability of many students
26. Pre-service training for potential Voc. T&I education teachers
27. Criteria for selecting cooperating teachers and field experience labs.
28. Acceleration of the CBTE movement in state college home economics programs (planning, implementing, and evaluation); Proposal writing and funding
29. Appropriations for out-of-state travel to professional meetings
30. Appropriations for clerical office workers
31. Teacher education laboratory in individual departments
32. In-service and pre-service teachers with V-TECS
33. Valuable pre-service education for future teachers of disadvantaged programs.
34. In-depth examination of options available through teacher education in all vocational education.

First: Check the ten (10) concerns which you perceive as the MOST urgent at this time.

Second: Rank these from 1-10 according to the priority which you think they should receive in the next year. (One (1) most important; Ten (10) least important.

Third: Submit the ranked list to the Coordinating Team for the Seminar at at the time of registration.

APPENDIX I

Small Group Interactions-

Some Suggested Responsibilities

SMALL GROUP INTERACTIONS

(Some Suggested Responsibilities)

Leaders:

1. Set the tone for informal interaction sessions.
2. State emphasis for each session.
3. Make effort to include all within the group in the interactions.
4. Keep interactions moving-try to avoid lengthy discussions at identification levels. Attempt to get a "laundry list" at first.
5. Summarize each session before dismissing group; set stage for next session.
6. Classify and arrange in order top 5-10 concerns and issues.
7. Meet with other group leaders to summarize these and give them to Dr. Cheshire for possible input in the morning address. Get solutions in Session II.
8. Prepare for the Coordinating Team at Norfolk State the final proceedings from your group sessions: Consultant's Summary; Evaluator's Forms; Recorder's Notes as they should be published in the Proceedings. Give these to the Team before leaving the Seminar on Friday afternoon.
9. Do not offer suggestions made in pre-registration as recorded on the "laundry list" provided unless absolutely needed to move group process along.

Consultants:

1. Primary responsibility will be to serve on the final summary panel on Friday at which time both issues and alternatives suggested by the respective interaction sessions will be presented to the entire group as a summary.
2. Study "laundry list" of pre-registration, but do not offer these in the beginning stages of the sessions. Allow participants to identify and offer their own pressing concerns.
3. Should clarification be necessary on an issue, try to keep it brief.
4. Meet with other Consultants before Panel at Friday luncheon to establish some sort of order in the presentations. Hopefully, these issues and alternatives will be of the quality and nature that will merit further attention from the Advisory Council.
5. Submit to the Coordinating Team of Norfolk State each consultant summary prior to departing February 11, 1977. These should be consistent in format.

Evaluators:

1. Small group interaction evaluations are formative in nature. These should help in determining the effectiveness of the respective sessions. A format will be provided by the Chairman of Evaluation, W. Vincent Payne.
2. Assist with the distribution, collection, and summarization of the summative, final, evaluations.
3. Leave this summary with the Coordinating Team at Norfolk State prior to departing on Friday.

Recorders:

1. Complete format provided for each session. Make a laundry list of issues as they are presented by participants. As a pattern emerges, attempt to classify these. Ex. Curriculum; Financial; Legislative, etc.
2. Work with leader in determining top priority issues and the alternative solutions to these. Do not discount or leave out any concerns. The Team of Coordinators would like all of these in addition to the top priority list.
3. Assist consultants if necessary in preparing for the final summary panel.

Note: Should additional tasks appear to arise for the successful completion of the seminar your suggestions and implementation will be appreciated.

APPENDIX J

Reports of Consultants: Current Issues and Concerns in Vocational Teacher Education in Virginia, Alternatives and Solutions

CURRENT ISSUES AND CONCERNS IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA: ALTERNATIVES AND SOLUTIONS

Group A
Morton B. Hopkins, Consultant

C. B. Dix, David J. Carr, Leaders

1. Articulation

   A. Lack of intra-and inter-institutional articulation among the Vocational Education services.
   B. Communications among state department personnel, teacher educators and local school personnel.

   Solutions and Strategies:

   1. Improve communications between service areas within institutions and with cooperating teachers through inservice workshops.
   2. Knowledge and use of state and federal grant money and resources.
   3. Identify the existing barriers--cooperative ventures among the higher educational institutions.
   4. Increase communications network between service areas and the Vocational State Council of Higher Education and the Department of Education--involve them in conferences.
   5. Exchange of credit of course offerings among institutions of higher education.

II. Alleviating sex-role stereotyping in vocational education

   A. In high school programs (Example: welding for males; secretarial science for females)
   B. Women in leadership and decision-making positions

   Solutions:

   1. Develop and execute program selection requirements to enroll quality students in order to produce competent applicants.
   2. Develop human relations skills and attitudinal "sets" toward openness and honesty in the classroom.
   3. Assess our own attitudes toward sex-stereotyping.
   4. Improve public relations to alter the attitudes of employers toward the selection and hiring process.
   5. Work for an attitudinal change toward our programs on the part of students, parents, other educators, administrators, and employers.

III. The gap that exists between theoretical-experential student learning

   Solutions:

   1. Develop instructional strategies that interrelate educational skills, knowledges, and attitudes into a planned educational experience.

CURRENT ISSUES AND CONCERNS IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA: ALTERNATIVES AND SOLUTIONS

Group B
Mary Noblitt, Leader
Barry Reece, Consultant

Concerns:	Solutions and Alternatives:
1. Improving Student Teaching	a. Early field experiences; orientation to the field they want to teach in earlier. They should provide earlier self-evaluation as to whether or not they want to teach. b. Legislative mandate to provide structure for early field experiences. c. Establish criteria for selecting the directing or cooperating teacher. d. Select directing teacher in cooperation with local administration. e. Require a seminar for directing teachers. Raise their standards of performance.
2. Occupational Experience for Teacher Educators	a. Recent occupational experience be required for which college credit be earned. b. One initial year of job experience and periodic renewal with a minimum of six weeks or its equivalent every six years.
3. Special Needs Students	a. Special courses to show teacher educators how to include information within existing coursework, e.g. workshop funded by EPDA taught by specialists for teacher educators in new methods and techniques. b. Core of courses to add endorsement for teaching special needs students to the teaching certificates of certified teachers. c. Inservice programs for current teachers on how to cope with special needs students now enrolled in their classes. d. Have two more state supervisors: one for working with special needs, one for the handicapped.
4. Recruitment	a. Organize a statewide network with funded resources-efforts coordinated by State Advisory Council on Vocational Education. b. Establish a task force to identify strategies and target audiences for recruitment materials. c. Identify sources of financial aid for potential teachers in need of support beyond aid at colleges d. Pursue possibility of reinstating teacher scholarships for training people to be vocational teachers.

CURRENT ISSUES AND CONCERNS IN VOCATIONAL TEACHER EDUCATION IN VIRGINIA: ALTERNATIVES AND SOLUTIONS

Group C

David Joyner: Leader
John Hillison: Consultant

Concerns monitored in this group appear to fall into three categories: 1. Self concerns; 2. Task concerns; and 3. Impact concerns. Under self concerns one might consider getting tenure and salary; task concerns include the amount of time which must be spent on the job and organizing one's classes for the most effective results; impact concerns could include the skills development of students, problems the student teachers are encountering and their solutions. Primarily concerns of this group were centered around task and impact categories.

Concerns:	Solutions:
1. The growing job responsibility for vocational teacher educators and shrinking funds.	1. Better communication among teacher educators 2. Utilization of Advisory Councils for the state-wide service area teacher education programs composed primarily of practicing classroom teachers 3. Educate the legislators or policy makers on needs of vocational teacher educators. Must so much emphasis be placed upon F.T.E.'s for reimbursement? 4. Pursue the idea of inter-institutional degree programs, not tied exclusively to an institution. Devise strategies whereby credit could be transferred more easily.
2. Facilitating communication among state department personnel, teacher educators, and local school personnel.	1. Have more conferences than the typical annual conference. 2. Use Advisory Councils for teacher education programs and state department programs. 3. Have programs where classroom teachers, teacher educators , and state department personnel exchange positions. Pursue the idea of having a vocational wide conference every with all service areas together. This could avoid repetition of the same kinds of programs, perhaps provide for the pooling of funds to obtain higher level professionals to speak to the whole group, etc.

3. The development of competency-based teacher certification requirements.	1. Let teacher education programs work with CBTE before we go to competency based certification. 2. Evaluate those competencies that make a difference. We have plenty of competencies identified already.
4. Alleviating sex-role stereotyping in vocational education	1. Communicate the idea that people have jobs, not just men doing traditionally male jobs, and women doing traditionally female jobs. 2. Vocational teachers should communicate to guidance counselors that barriers have been broken down. They must assist with the process.
5. Retraining teachers to work with special needs students (Teacher educators and those currently in the classrooms of public schools.)	1. Identify resource people who can assist teachers with this information, methods, and techniques. 2. Establish training programs through out the state. Provide funds for training teachers, securing needed materials for special needs, and teacher aids
6. Upgrading teacher educator's skills	1. Take advantage of what is available: -The Ohio State Center -American Vocational Association -AVA Convention 2. Provide released time-research and concentration on revising and updating curriculum materials, developing model methods and media. 3. Providing funds to make the above revisions possible--make the sources of these funds known to teachers 4. Continue to get the Virginia Vocational Teacher Educators together in such a meeting as this at least on an annual basis to work on such areas as: -CBTE -Special needs of students and special need students

It is strongly recommended that additional vocational teacher education conferences such as this one be held at least once yearly in the future.

CONCERNS, PROBLEMS, AND ISSUES AND THEIR SOLUTIONS FOR VOCATIONAL TEACHER EDUCATION IN VIRGINIA

Consultant Report
Group D

W. Vincent Payne, Leader
Era Looney, Consultant

1. The growing job responsibility for vocational teacher educators and shrinking funds.

   If all groups in each state prioritized needs separately and then could cooperatively determine commonalities for funding, then state authorities could allocate funding to implement priorities at the institutions with the highest capability for each priority.

2. Alleviating sex-role stereotyping in vocational education.

   Now more women are involved in industrial arts to teach crafts and careers exploratory levels. Business education has difficulty attracting men to secretarial training. In Home Economics more continuity is needed for involving men at various levels including the college level. Sex bias still exists regarding types of job opportunities available and training programs for those jobs, and with respect to curriculum materials in vocational education.

3. The lack of articulation among all vocational services.

   Lack of articulation also applies to avoiding duplication at the federal level. The fear of losing student numbers retards development of "core" courses.

4. The teacher educator's role in the recruitment of quality students.

   Undergraduate students have a responsibility for recruiting future teachers among their peers in subject matter specialties. Subject area club members can help recruit peers. Good teacher educators should be recruited by writing letters to encourage good teachers to pursue graduate degrees.

5. Occupation renewal and experience for teacher educators.

   Stiffer teacher certification requirements are needed for teacher educators, more like current requirements for vocational teachers.

6. Adequate occupational experience for the preservice and inservice program.

   For the pre-service program occupational experience could be required as part of the fifth year (but preferrably interspersed throughout program). A good supplement to field experience is the interchange of factory and industry personnel.

7. The retraining of teachers to work with the special needs students.

   In some institutions special needs course options are provided, or students may select program options to be placed in schools with special needs programs for their student teaching.

8. The need for an earlier field experience on the part of potential vocational teachers.

   Provide an orientation course for identification and counseling of teacher trainees early in college program. Put teacher trainees in public schools for observations by the sophmore year. The superior screening which will result will conserve human and financial resources.

9. How can we better teach "teaching techniques" in our college methods courses with the need for instruction in so many other things.

   How much time do teacher educators spend motivating teacher trainees? Have we established effective procedure for teaching role playing and other techniques? Cooperating teachers should be carefully screened because trainees replicate their methods.

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TO: Samuel T. Vassar, Seminar Coordinator

FROM: Walter S. Ramey, Consultant, Group E

SUBJECT: Summary Panel Remarks, Seminar Final Session
February 11, 1977

DATE: February 13, 1977

Issues and Concerns in Teacher Education, Alternatives and Solutions, Session II.

1. The growing job responsibility for vocational teacher educators and shrinking funds.

   . Prioritize duties and eliminate those things that cannot be realistically carried out.
   . Coordinate activities with state staff to better meet the educational needs of the state and local school divisions.
   . Must learn how to say no.

2. Communications among state department personnel, teacher educators, and local school personnel.

   . The Division of Vocational Education (DVE) should send out notices with regard to important issues or information, or develop a news letter to keep college and university staff informed.
   . Develop a telephone network for relaying urgent communications.
   . Develop a cooperative effort with and among higher education institutions working in similar service areas so that all staff are working as a team rather than independently.
   . DVE should invite teacher educators to the Local Directors Conference and regional service area meetings.
   . Teacher educators should receive the Superintendent's Memo.

3. Upgrading teacher educators.

   . Teacher educators should, on occasion, be on the receiving end of being involved, rather than always providing the "out-going" end of involvement.
   . Provide greater "update" for teacher educators by allowing more travel to seminars and workshops on current issues.
   . Develop an exchance program with and between business, industry, and education to relate and coordinate new ideas and practices.

4. The duplication of the inservice efforts of teacher education institutions.
   . Cooperative planning effort between institutions and the DVE service areas in instructional offerings.
   . Coordination of effort directly between higher education institutions that affect instruction in general areas of vocational education.
   . An interdisciplinary council of teacher educators from the higher education institutions offering vocational programs should be formed for the purpose of:
      (1) Coordinating general vocational education offerings around the state;
      (2) Providing a cost analysis of program offerings with regard to travel, etc.;
      (3) Developing teacher exchange programs;
      (4) Conducting feasibility studies in the use of instructional personnel offering vocational extension programs throughout the state.

5. The development of a strong preservice program for those coming from industry, i.e., T and I (Teacher education program)
   . Develop competency based requirements for entry level teaching positions in the trade and industrial areas that would reflect the cognative, affective, and the psychomotor domains.

6. The non-recognition of higher education institutions of the inservice role vocational teacher educators are expected to perform.
   . Update the job descriptions for teacher educators so that they are compatible with requirements from the university and the state department (DVE).

7. The development of competency based teacher certification requirements.
   . Take a critical look at what we are trying to do with our students in preparing them for teaching.

Additional Suggestion: Group E Martin B. McMillion, Recorder

1. Use a program planning budgeting system to cope with funds cuts. Set priorities and stop where money and time run out.

2. Use joint staff meetings to decide what courses to offer and print for distribution the total offerings.

3. Use State Advisory Council to help set priorities of teacher education institutions.

4. Help communication by having teacher educators invited to county vocational director's meetings. Send Memos to superintendents and to teacher educators.

5. Provide periodic business or industry experience and teaching experience for teacher educators.

6. Vocational areas and institutions coordinate course offerings with help of an interdisciplinary council of teacher education institutions. This committee would be expected to suggest ways to exchange staff members.

7. Update job descriptions of teacher educators with university and state department input.

8. Use competency testing as an alternative to requiring a certain number of years of business or industry experience.